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## Section 1. Introduction

Under section 5.11 of the Child and Adult Protective Services (CAPS) project request for proposal, Northrop Grumman is required to conduct and deliver an annual training needs survey and assessment. In compliance with this requirement, Northrop Grumman has compiled this document, which evaluates past training accomplishments and methods, the current needs of system users, and any known future conditions that may impact the users and the system training they receive. Also discussed are new possibilities and suggestions for training in the next year and Northrop Grumman's recommendations on how best to meet these training needs. The CAPS training program must continue to evolve to meet the changing needs of system users. This yearly training needs assessment is an invaluable tool that can be used to maintain a relevant, effective training program for all CAPS users. Northrop Grumman views this document as a starting point for discussions about the training that CAPS users need to accurately and efficiently enter and modify information in CAPS, and to efficiently use the Document Generation system.

Methods of gathering information for this Training Needs Assessment are outlined in Section 2. In Section 3, current methods of communicating with system users are described. The current state of CAPS training is presented in Section 4. Descriptions, results and recommendations are provided for all items in these sections. Section 5 provides a broad summary of all recommendations outlined in the previous sections, to encompass the major goals for the coming year. Section 6 contains the Conclusion and the Appendix is Section 7.



## Section 2. Information-Gathering Methods

Several techniques are used to gather information for both the annual Training Needs Assessment and the continuous development and delivery of CAPS system training. These techniques are outlined in sections 2.1 through 2.4.

### 2.1 Field Survey

#### 2.1.1 Description

In November of 2013, Northrop Grumman held a meeting with CFSD and PMB stakeholders regarding the annual survey of CAPS users. Northrop Grumman made suggestions such as refining the survey and taking full advantage of the Survey Monkey skip logic (also known as conditional branching), to ensure only appropriate questions are presented to each survey respondent. Skip logic creates a custom survey path based on a respondent's answers. For example: Only respondents indicating attendance at CAPS training in the past year were asked to provide input on the CAPS training methodology, the amount of content covered during the session, and the order in which topics were presented at the training. At the meeting, several decisions were made regarding the upcoming survey. One notable decision was to distribute the survey questions via email prior to the survey start date, so staff could have some time to take notes and gather thoughts regarding the questions.

On January 21, 2014, the Training Needs Assessment Survey link was sent via email to CAPS system users. The DPHHS CAPS Computer Systems Specialist sent notification of the survey via e-mail to DPHHS-CFSD workers in all regions, tribal social services workers, and Central Office workers. Workers were given two weeks to complete the survey and return it electronically to the CAPS trainer using Survey Monkey. Survey Monkey allows anyone with an Internet connection the opportunity to respond easily, and it allows for efficient tabulation of survey results, as well as for robust filtering and reporting of the data. The survey generally required answers for multiple choice questions, but not for short answer questions. The required questions below have an asterisk for easy identification. The survey was available January 21 through February 4. The questions were:

1. \*Agency Affiliation?
2. \*Primary County/Tribe?
3. \*Staff Type?
4. \*Year of hire? (2013 and 2014 respondents received question 5 next; all others were skipped ahead to question 9)



5. \*Have you attended a CAPS training session in Helena? (*Yes respondents received question 6 next, No respondents received question 9*)
6. \*CAPS Training Methodology (currently sessions are in Helena / in person / hands-on classroom training)
7. \*CAPS Training Content Volume (amount of information presented; is there enough content/too much content for one session, etc.)
8. \*CAPS Training Content Order (the order in which CAPS topics are presented at training)
9. \*Do you know how to register for CAPS training sessions?
10. \*Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?
11. \* How long do you feel someone should be at their job prior to attending CAPS system training?
12. \* When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during quarterly policy webinars?
13. \* Of the recent CAPS changes, would you like any additional information or training?
14. When you experience CAPS system issues/problems, who do you contact first to get help? (*In previous surveys, this question read: When you experience CAPS system issues/problems, who do you contact or where do you go for help? Check all that apply.*)
15. \*Have you ever been informed of, or are you aware of, how the information you enter into the CAPS system is utilized?
16. \*Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?

Please rate the usefulness of these help resources. If you select option 4 or 5, please provide your reasons (how they can be improved or why you do not use them) in the comment boxes that are provided.



17. \*CAPS Training Materials
18. \*CAPS Help Desk
19. \*[CAPS Training Website](#)
20. \*How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?
21. In the space below, please feel free to add any additional comments regarding CAPS training and/or the CAPS system, along with any general comments.

### 2.1.2 Results

Administering the survey by using an online survey tool provides four benefits: simplified administration and tabulation of results, comprehensive reporting, and distribution of the survey to a wider audience of CAPS users, and anonymity for respondents. This year, the survey link was distributed via email to the HHS CFSD list, as well as the CFSD Training Officer and the ICWA Program Manager for distribution to tribal contacts.

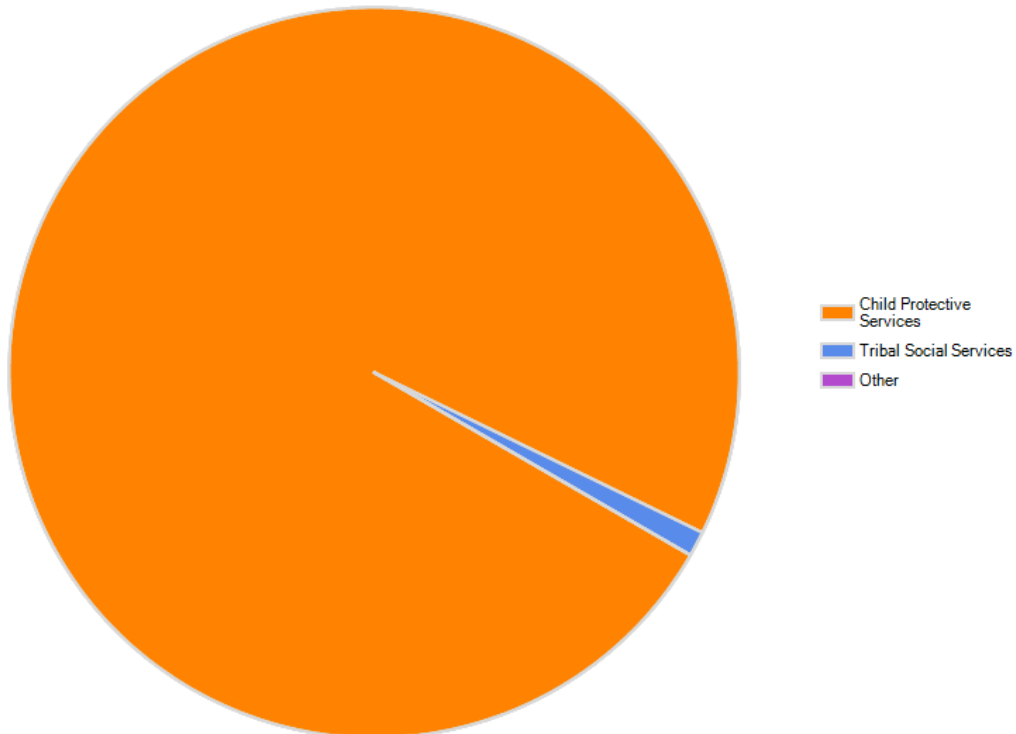
In 2014, 90 responses were received compared with 94 in 2013. The Appendix contains reports on the responses.

Answers to the survey questions are summarized in the following pages, and each question has a chart to visually represent this year's data. Verbatim responses for freeform text answers are italicized. Questions that were asked in previous years include percentages for each year, to allow for easy comparison, and when the text of a question changed, it is noted.

For additional information on the survey, including reports filtered by the answers provided on questions two, three, or four, please see the Appendix.

Question 1: Agency Affiliation?

	<u>2013</u>	<u>2014</u>
Child Protective Services	92.6%	<b>98.9%</b>
Tribal Social Services	0%	<b>1.1%</b>
Other	7.4%	<b>0%</b>

**Agency Affiliation?**

The vast majority of respondents indicated an agency affiliation of Child Protective Services. One respondent indicated Tribal Social Services, representing just over one percent (1.1%).

**Question 2: Primary County/Tribe?**

	<u>2013</u>	<u>2014</u>
Central Office	6.4%	4.4%
Beaverhead	0.0%	0.0%
Big Horn	1.1%	0.0%
Blaine	0.0%	1.1%
Broadwater	0.0%	0.0%
Carbon	1.1%	1.1%
Carter	0.0%	0.0%
Cascade	7.4%	13.3%
Chouteau	0.0%	0.0%
Custer	5.3%	3.3%
Daniels	0.0%	0.0%
Dawson	2.1%	1.1%
Deer Lodge	0.0%	1.1%
Fallon	1.1%	0.0%

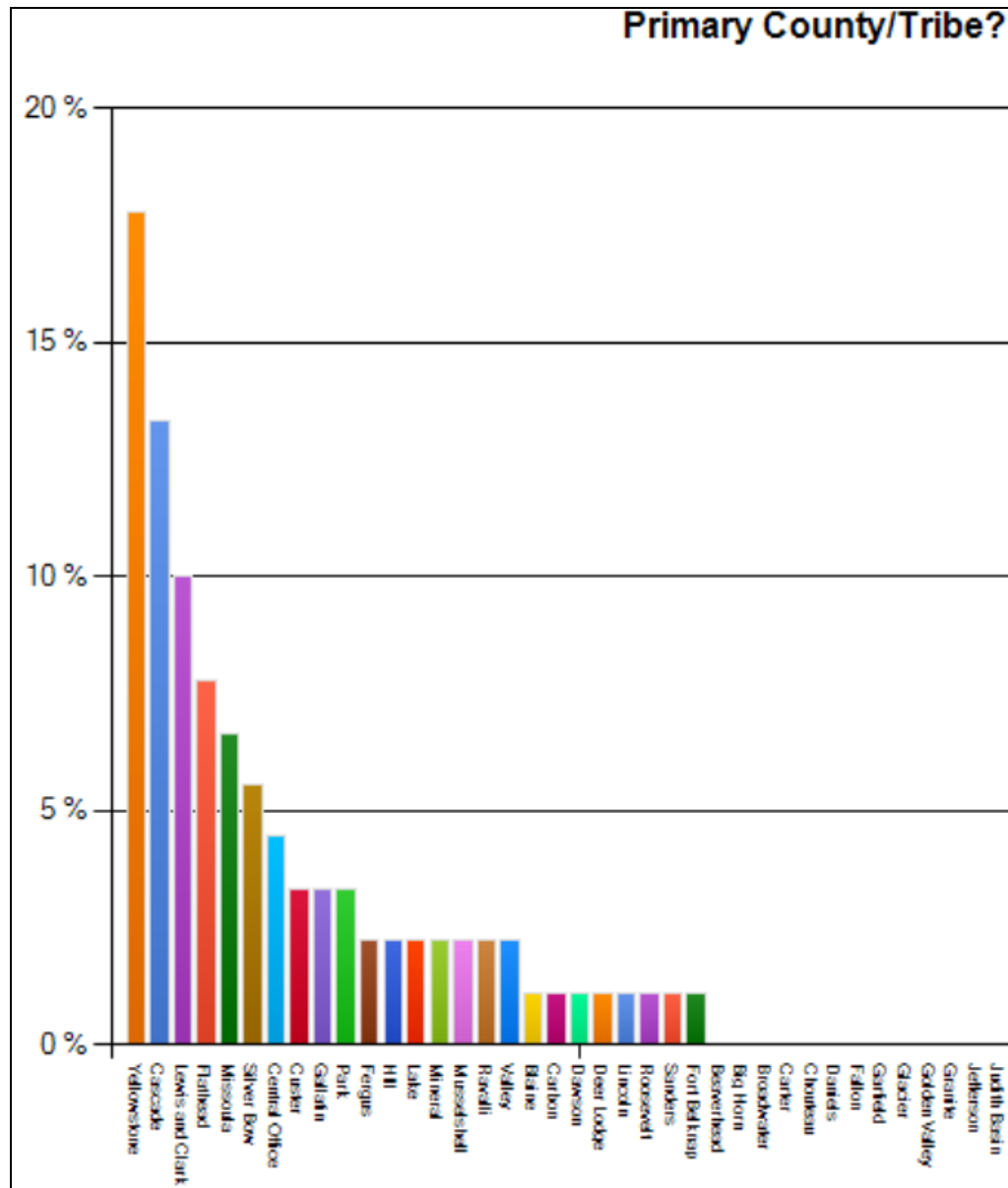




Fergus	4.3%	<b>2.2%</b>
Flathead	11.7%	<b>7.8%</b>
Gallatin	1.1%	<b>3.3%</b>
Garfield	0.0%	<b>0.0%</b>
Glacier	1.1%	<b>0.0%</b>
Golden Valley	0.0%	<b>0.0%</b>
Granite	0.0%	<b>0.0%</b>
Hill	0.0%	<b>2.2%</b>
Jefferson	0.0%	<b>0.0%</b>
Judith Basin	0.0%	<b>0.0%</b>
Lake	1.1%	<b>2.2%</b>
Lewis and Clark	9.6%	<b>10.0%</b>
Liberty	1.1%	<b>0.0%</b>
Lincoln	2.1%	<b>1.1%</b>
Madison	0.0%	<b>0.0%</b>
McCone	0.0%	<b>0.0%</b>
Meagher	0.0%	<b>0.0%</b>
Mineral	1.1%	<b>2.2%</b>
Missoula	8.5%	<b>6.7%</b>
Musselshell	3.2%	<b>2.2%</b>
Park	0.0%	<b>0.0%</b>
Petroleum	0.0%	<b>0.0%</b>
Phillips	1.1%	<b>0.0%</b>
Pondera	0.0%	<b>0.0%</b>
Powder River	0.0%	<b>0.0%</b>
Powell	1.1%	<b>0.0%</b>
Prairie	0.0%	<b>0.0%</b>
Ravalli	3.2%	<b>2.2%</b>
Richland	1.1%	<b>0.0%</b>
Roosevelt	2.1%	<b>1.1%</b>
Rosebud	0.0%	<b>0.0%</b>
Sanders	1.1%	<b>1.1%</b>
Sheridan	0.0%	<b>0.0%</b>
Silver Bow	6.4%	<b>5.6%</b>
Stillwater	0.0%	<b>0.0%</b>
Sweetgrass	0.0%	<b>0.0%</b>
Teton	0.0%	<b>0.0%</b>
Toole	0.0%	<b>0.0%</b>
Treasure	0.0%	<b>0.0%</b>
Valley	0.0%	<b>2.2%</b>
Wheatland	0.0%	<b>0.0%</b>
Wibaux	0.0%	<b>0.0%</b>
Yellowstone	13.8%	<b>17.8%</b>



Blackfeet	0.0%	<b>0.0%</b>
Crow	0.0%	<b>0.0%</b>
Flathead	0.0%	<b>0.0%</b>
Fort Belknap	0.0%	<b>1.1%</b>
Fort Peck	1.1%	<b>0.0%</b>
Northern Cheyenne	0.0%	<b>0.0%</b>
Rocky Boy	0.0%	<b>0.0%</b>

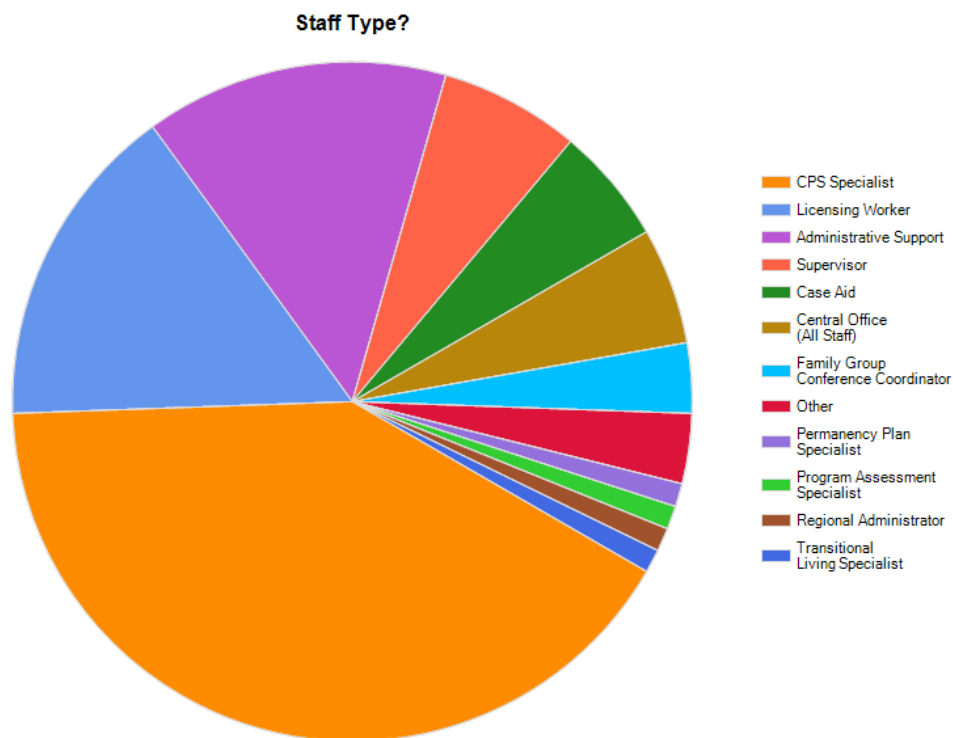




The county best represented with responses was Yellowstone County, with nearly eighteen percent (17.8%) of the total. Cascade County represented more than thirteen percent (13.3%) and Lewis and Clark County accounted for ten percent (10%).

### Question 3: Staff Type?

	<u>2013</u>	<u>2014</u>
Administrative Support	10.6%	<b>14.4%</b>
Case Aid	5.3%	<b>5.6%</b>
Centralized Intake	3.2%	<b>0.0%</b>
Central Office (All Staff)	6.4%	<b>5.6%</b>
CPS Specialist	45.7%	<b>41.1%</b>
Family Group Conference Coordinator	1.1%	<b>3.3%</b>
Fiscal Officer	1.1%	<b>0.0%</b>
Licensing Worker	11.7%	<b>15.6%</b>
Other	4.3%	<b>3.3%</b>
Permanency Plan Specialist	1.1%	<b>1.1%</b>
Program Assessment Specialist	1.1%	<b>1.1%</b>
Regional Administrator	0.0%	<b>1.1%</b>
Supervisor	8.5%	<b>6.7%</b>
Transitional Living Specialist	0.0%	<b>1.1%</b>

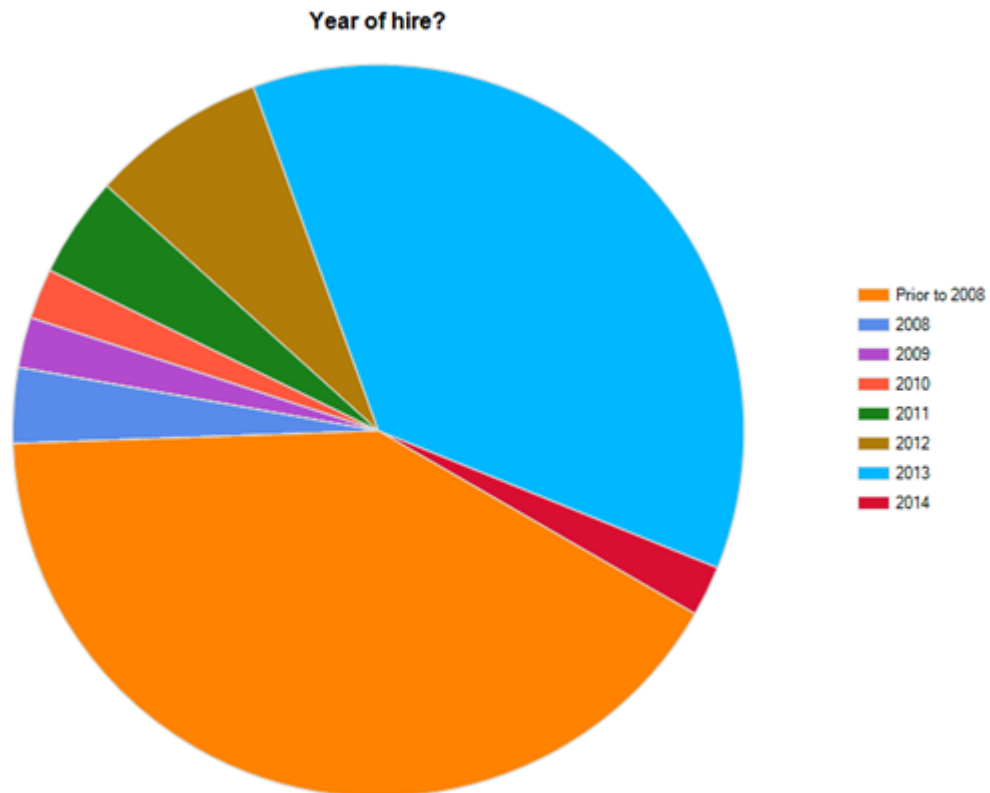




Both Administrative Support and Licensing Worker staff types had a higher percentage of respondents this year, while CPS Specialists and Supervisors had lower percentages.

Question 4: Year of hire?

	<u>2013</u>	<u>2014</u>
Prior to 2008	52.1%	<b>41.1%</b>
2008	2.1%	<b>3.3%</b>
2009	3.2%	<b>2.2%</b>
2010	6.4%	<b>2.2%</b>
2011	10.6%	<b>4.4%</b>
2012	25.5%	<b>7.8%</b>
2013	0.0%	<b>36.7%</b>
2014	N/A	<b>2.2%</b>



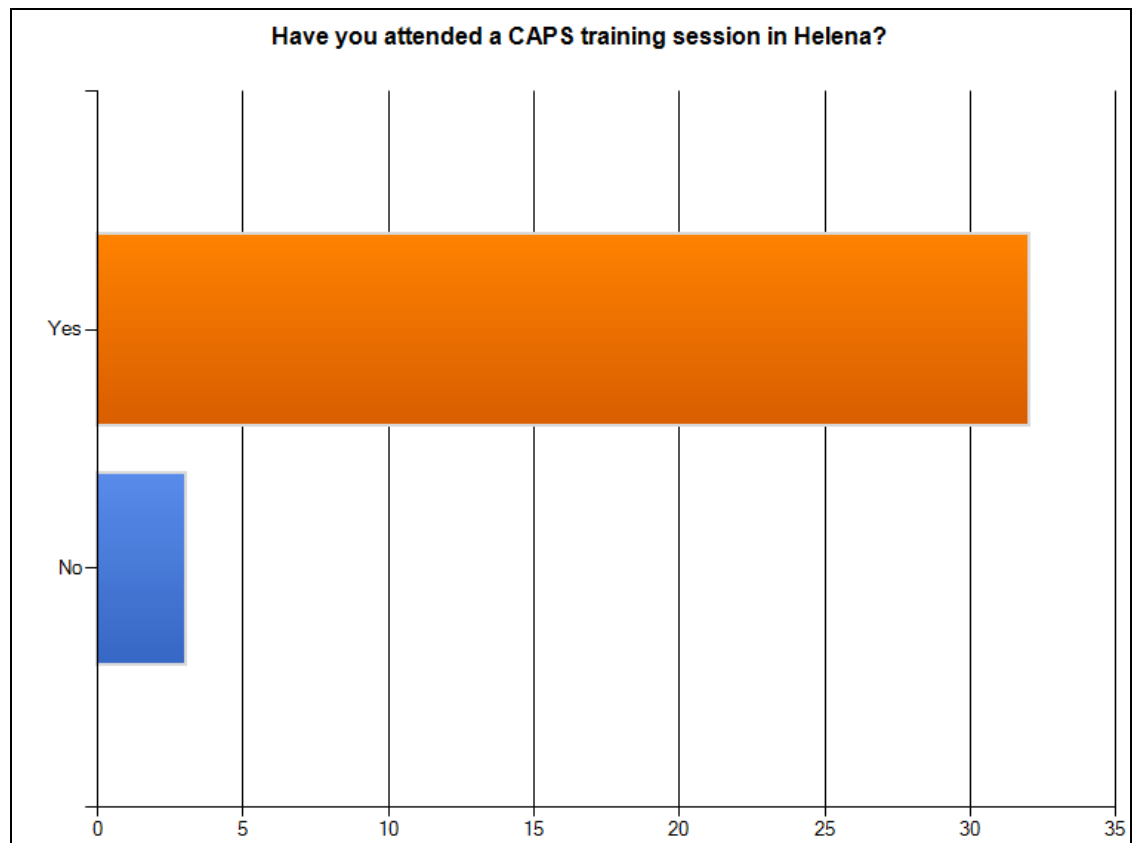
More than forty-one percent (41.1%) of the respondents were hired prior to 2008. Over thirty-six percent (36.7%) of respondents were hired in 2013.



Question 5: Have you attended a CAPS training session in Helena?

	<b><u>2014</u></b>
Yes	<b>91.4%</b>
No	<b>8.6%</b>

Out of the respondents hired in 2013 and 2014, more than ninety-one percent (91.4%) of that group indicates they have attended CAPS training in Helena. Respondents indicating Yes to this question received question 6 next, and No respondents received question 9.

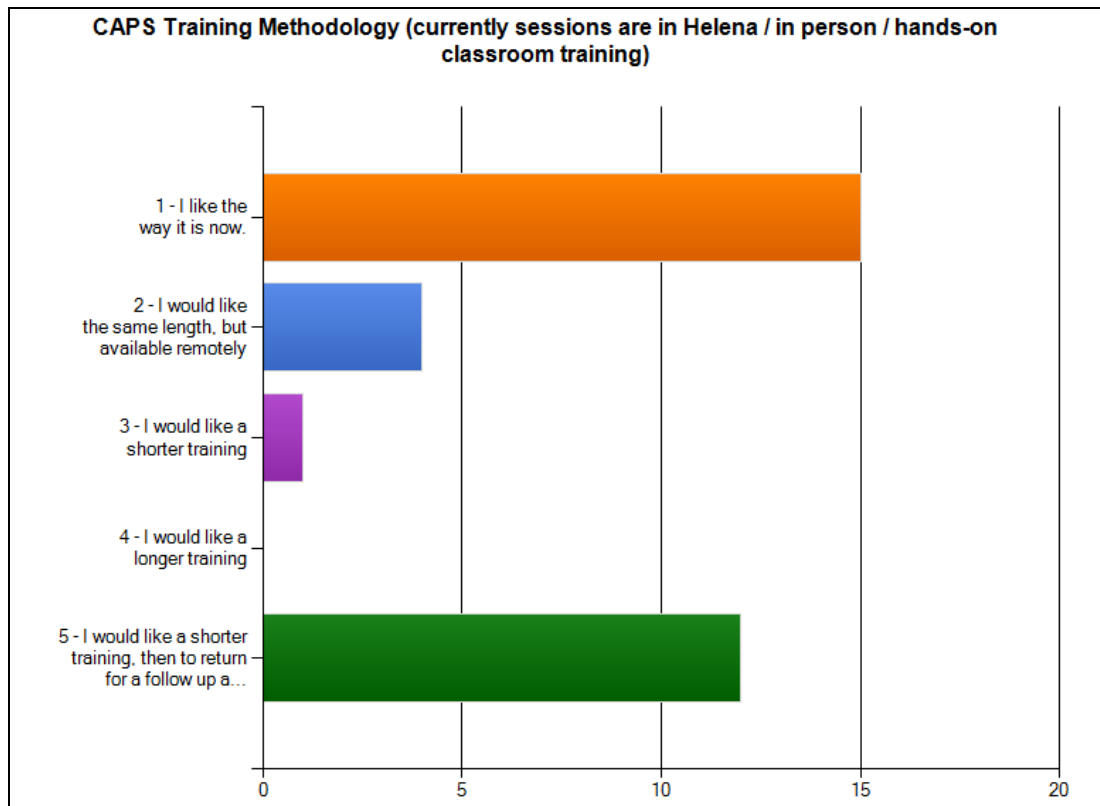


Question 6: CAPS Training Methodology (currently sessions are in Helena / in person / hands-on classroom training)

	<b><u>2013</u></b>	<b><u>2014</u></b>
1 - I like the way it is now.	42.7%	<b>46.9%</b>
2 - I would like the same length, but available remotely	25.8%	<b>12.5%</b>
3 - I would like a shorter training	7.9%	<b>3.1%</b>



4 - I would like a longer training	3.4%	0.0%
5 - I would like a shorter training, then to return for a follow up after a month	20.2%	37.5%



For this question, workers were given the opportunity to identify a preference on the CAPS training methodology using the choices listed above. Out of the respondents indicating having attended a CAPS training session in Helena (and who were hired in 2013 and 2014), almost forty-seven percent (46.9%) selected “I like the way it is now” (in Helena/ in person/ hands-on classroom training). This year, over one third of respondents selected “I would like a shorter training, then to return for a follow up after a month” which was an increase of approximately seventeen percent (17.3%) from 2013’s survey.

As part of this survey question, workers were also invited to make any additional comments regarding the CAPS training methodology. Several of these comments seem to fall into two general categories:

- One needs time to actually use the program and then have additional training; training is more meaningful after using CAPS a few months. (6)
- Too much information all at once. (2)



The exact comments are listed here in italics, because they are the exact verbiage submitted by the respondent. Note: Although this question was targeted for individuals who attended training in 2013, one respondent provided comments regarding a CPS session attended in 2012, suggesting that having two trainers (a co-trainer) would have been beneficial, in order to get immediate answers to questions.

- *There is so much information and one needs time to actually use the program and then have additional training to trouble shoot and also to assist in actually using the information provided.*
- *there were many screens discussed in the training that I will never use*
- *A lot of times this training is attended within the first two months of hiring and most new CPS workers don't get clients until at least the second month. So a lot of this training is forgotten by the time a CPS worker opens their first clients.*
- *When I attended Caps training it was all new to me. it would have been extremely beneficial to return for an advanced caps training for all the screens we don't use as often that are just as important*
- *Too much info at once; it's easy to do things when you've got the book in front of you all day. Tough to retain that info.*
- *It was too much information all at once. I think it should be split up into two-three sessions, focusing on day to day search tasks, entering clients' details, and then the more obscure/lesser known screens as well.*
- *It seems as though CAPS training could be completed from our offices through a webex type training.*
- *To be able to ask any additional questions and ask about examples experienced in the field.*
- *I would like to return to Helena after a 6 month period. This way having used CAPS and now have an understanding of the system I can get the answers to my questions that were not covered in the training. The training was general and attempted to cover the bases but did not hit the little oddities we experience in the field or those things we only see once a year.*
- *Training is a lot more meaningful after using the system a few months. I would like to go back now!*
- *I really like that it is hands on and we have time to practice. I know it's probably not realistic, but it would be nice if it catered to the way our individual positions are designed so we go more practice in the areas we will use the most.*
- *I trained for CAPS in 2012 when I was a CPS worker. The trainer had never trained on her own; she was always a co-trainer. She had difficulty teaching the class. It was the consensus of the class that everyone was confused. We*



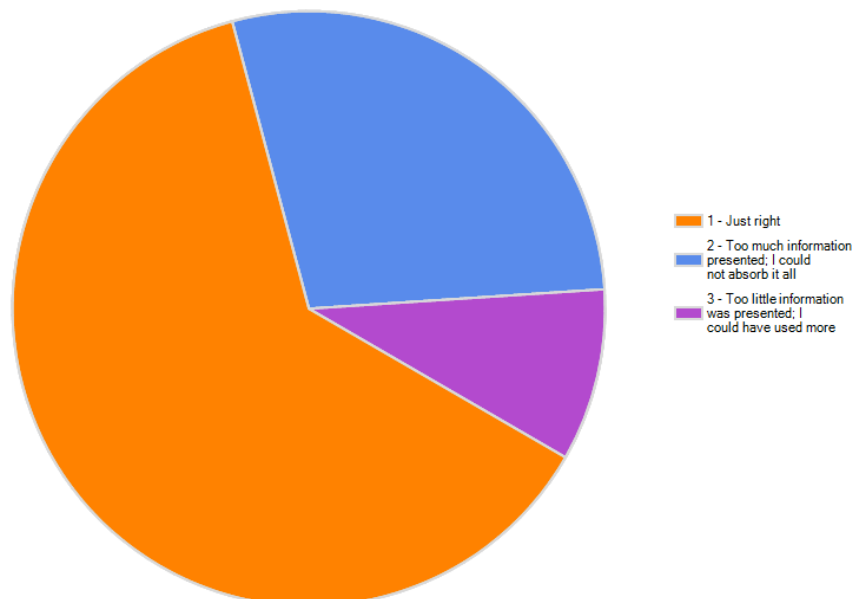
*were not able to get immediate answers to our questions; the trainer had to make several phone calls. By the time we received the answers we had already moved on, and was unable to go back and practice. I believe it is easier to have a trainer and a co-trainer. Furthermore, having a follow up training would be beneficial.*

- *Traveling four hours for training and being away from the family for 3/4 days is difficult*
- *Training was overwhelming as a new worker. It would have been nice to have a brief training and then go back for a more in depth training after having more exposure to CAPS.*
- *There is so much information in the training, it would be nice to try out what was learned and be able to bring that back to a follow up training to discuss.*

Question 7: CAPS Training Content Volume (Amount of information presented; is there enough content/too much content for one session, etc.)

	<u>2013</u>	<u>2014</u>
1 – Just right	64.0%	<b>62.5%</b>
2 – Too much information presented; I could not absorb it all	33.7%	<b>28.1%</b>
3 – Too little information was presented; I could have used more	2.2%	<b>9.4%</b>

CAPS Training Content Volume (amount of information presented; is there enough content/too much content for one session, etc.)



For this question, workers were given the opportunity to identify a preference on the CAPS training content volume. The bulk of responses (62.5%) indicate the content





volume is just right. The next largest group (28.1%) indicates that too much information was presented; they could not absorb it all.

Workers were invited to make any additional comments regarding the CAPS training content volume. The majority of these comments fall into two general categories:

- Shorter sessions with a follow up. If we could use the info provided at the initial training back at the office and come back for additional training where questions are answered, it would help. (5)
- It's difficult to understand the job duties and how CAPS is incorporated; help us relate the training to our jobs with more field examples. (3)

Both of these categories were also identified by last year's survey respondents. The exact comments are listed below. Northrop Grumman looks forward to working with the Department to implement necessary changes to CAPS training.

- *The information and training was good, but there is too much provided in too short of a time. If one could then take the provided information and use it in the office and then go back for refresher and question and answer session I think would provide a better training.*
- *see #6 (there were many screens discussed in the training that I will never use)*
- *There wasn't much information presented, just the basics. At the same time that was all I could handle in one session.*
- *Shorter sessions with follow up would be good.*
- *Found it confusing to relate screens to one another, would have liked more practice or time to explore CAPS screens and functions*
- *If there were shorter sessions with more review offered, I think the amount of information presented would be reasonable, however, currently, I continuously have to go back to my training manual as I know we talked about certain things, but I have absolutely no idea how to access them.*
- *more field examples*
- *I was a shotgun effect that had to cover everything. Need to break it into classes since we have different units in the state intake, on going and then the rest of us that do it all. The do it all have a great deal more to know. A follow up even after 6 months to a year would be welcome.*
- *Even if we don't use all the info on a regular basis it's nice to have it all be at least familiar.*
- *The training was lengthy and it was information overload. many of my classmates had difficulty keeping up. I believe it should be broken down with shorter days, so it is easier to absorb.*

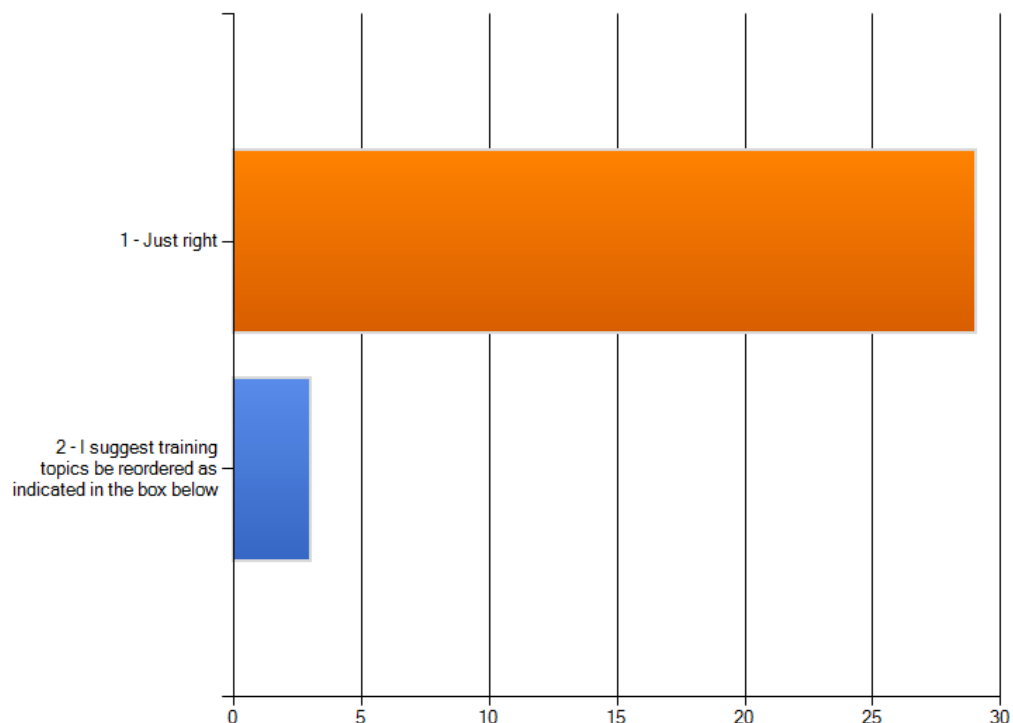


- *Training specific to FRS/CPS would be great. All us newbees and not so new have a lot of difficulty understanding our job duties and how CAPS is incorporated into what we need to accomplish*
- *See response to #6. (Training was overwhelming as a new worker. It would have been nice to have a brief training and then go back for a more in depth training after having more exposure to CAPS.)*
- *Just a lot of information and the shorter training with a follow up after a month would help with this I believe.*

Question 8: CAPS Training Content Order (the order in which CAPS topics are presented at training)

	<u>2013</u>	<u>2014</u>
1 – Just right	93.3%	<b>90.6%</b>
2 – I suggest training topics be reordered as indicated in the box below	6.7%	<b>9.4%</b>

**CAPS Training Content Order (the order in which CAPS topics are presented at training)**



For this question, workers were given the opportunity to identify a preference on the CAPS training content order. The above table indicates the choices given. Over ninety percent (90.6%) of respondents indicate the order of CAPS topics at training is just right. Three people (9.4%) suggested the topics be reordered.



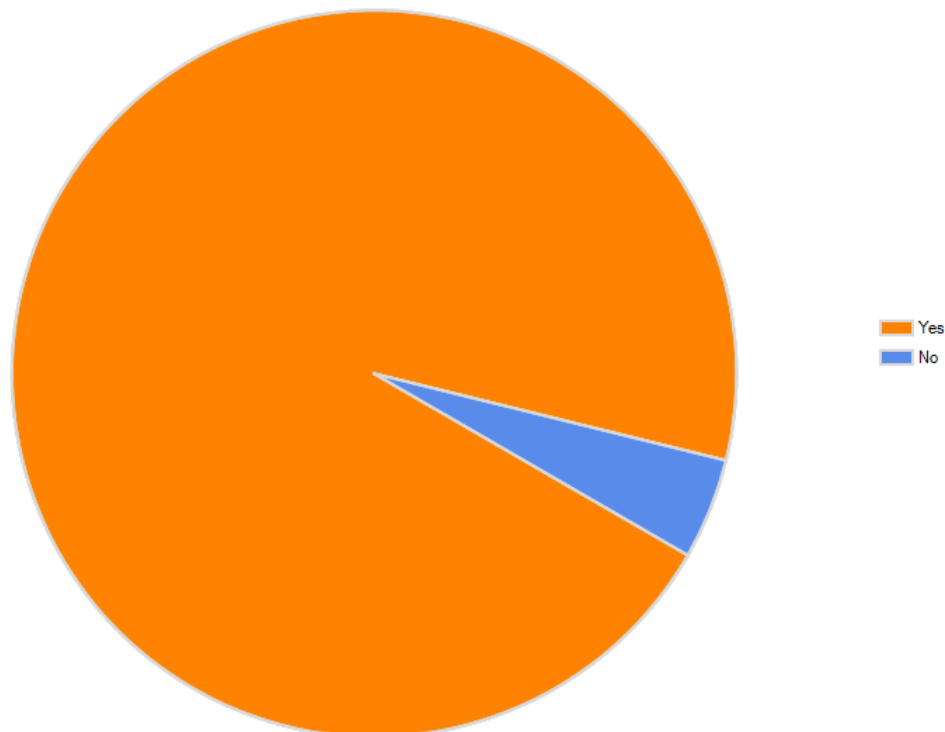
Workers were invited to make any additional comments regarding the CAPS training content order. The exact comments are listed below. Northrop Grumman looks forward to working with the Department to implement any necessary changes to the order of CAPS training.

- *Walk through a case from start to finish. Real life simulation training.*
- *Most of the work focused on CPS worker info. More info pertinent to FRS would be good.*

Question 9: Do you know how to register for CAPS training sessions?

	<u>2013</u>	<u>2014</u>
Yes	91.0%	<b>95.5%</b>
No	9.0%	<b>4.5%</b>

Do you know how to register for CAPS training sessions?



There was an increase this year in the percentage of workers who know how to register for CAPS training. Eighty-five workers (95.5%) responded that they did know how to register for CAPS training sessions. Four workers (4.5%) responded that they did not know how to register for CAPS training sessions.

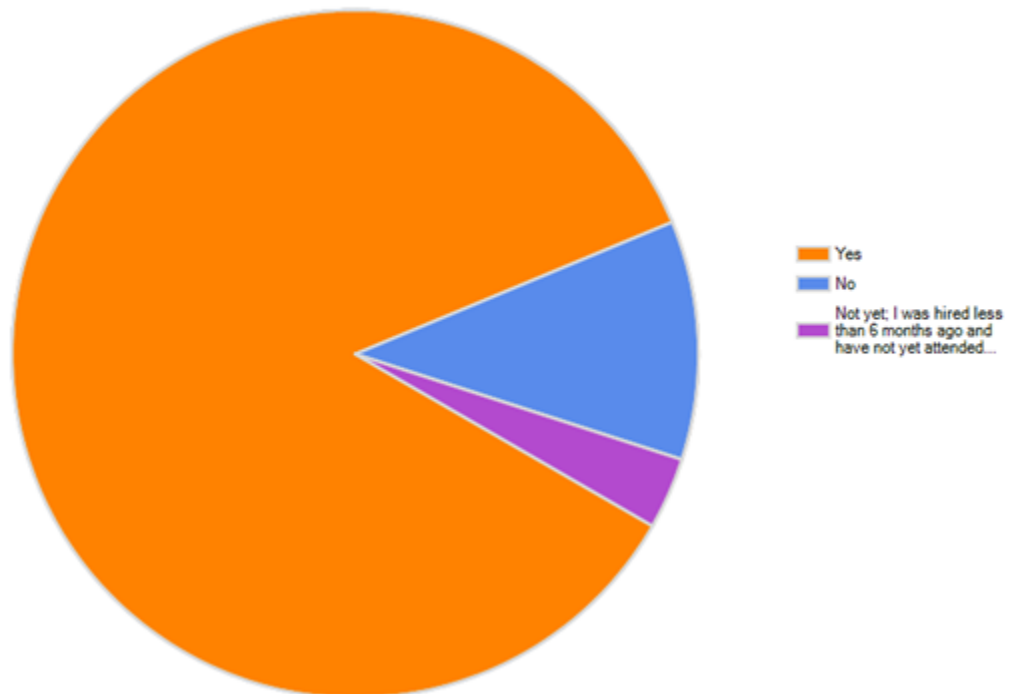


Question 10: Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?

	<u>2013</u>	<u>2014</u>
Yes	88.8%	<b>85.4%</b>
No	11.2%	<b>11.2%</b>
Not yet; I was hired less than 6 months ago and have not yet attended CAPS training	*	<b>3.4%</b>

\* New option in 2014 survey

Child and Family Services policy states that new employees are required to attend CAPS system training within six (6) months of hire. Were you able to attend CAPS system training within that timeframe?



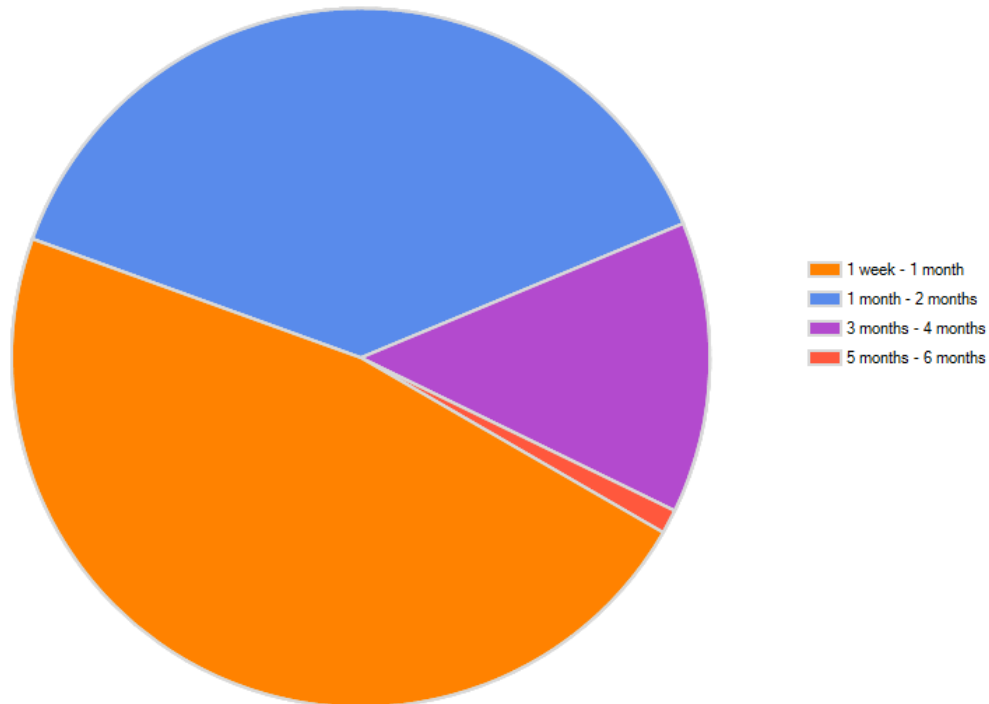
Many workers (85.4%) responded that they did receive CAPS system training within six months of their hire date. Ten workers (11.2%) responded that they did not receive CAPS system training within six months of their hire date. Three workers (3.4%) were hired less than 6 months ago and have not yet attended CAPS training.



Question 11: How long do you feel someone should be at their job prior to attending CAPS system training?

	<u>2013</u>	<u>2014</u>
1 week - 1 month	55.1%	<b>47.2%</b>
1 month - 2 months	25.8%	<b>38.2%</b>
3 months - 4 months	14.6%	<b>13.5%</b>
5 months - 6 months	4.5%	<b>1.1%</b>

How long do you feel someone should be at their job prior to attending CAPS system training?



More than forty-seven percent (47.2%) of respondents feel someone should attend CAPS training within 1 week – 1 month of their hire date. Respondents selecting 1 month – 2 months is up to more than thirty-eight percent (38.2%) this year; it is the only selection with an increased percentage over last year.

The CAPS trainer believes workers should have approximately one month (or more) on the job prior to coming to CAPS system training. This allows them to obtain a feel for their job duties so they are better able to relate their job tasks to the specific areas of the CAPS system. There have been instances when workers have attended training within the first week or two of hire and the CAPS trainer believes this is too soon, as those workers expressed frustration and a feeling of being overwhelmed and unsure which information pertained to their specific job duties. At a meeting regarding



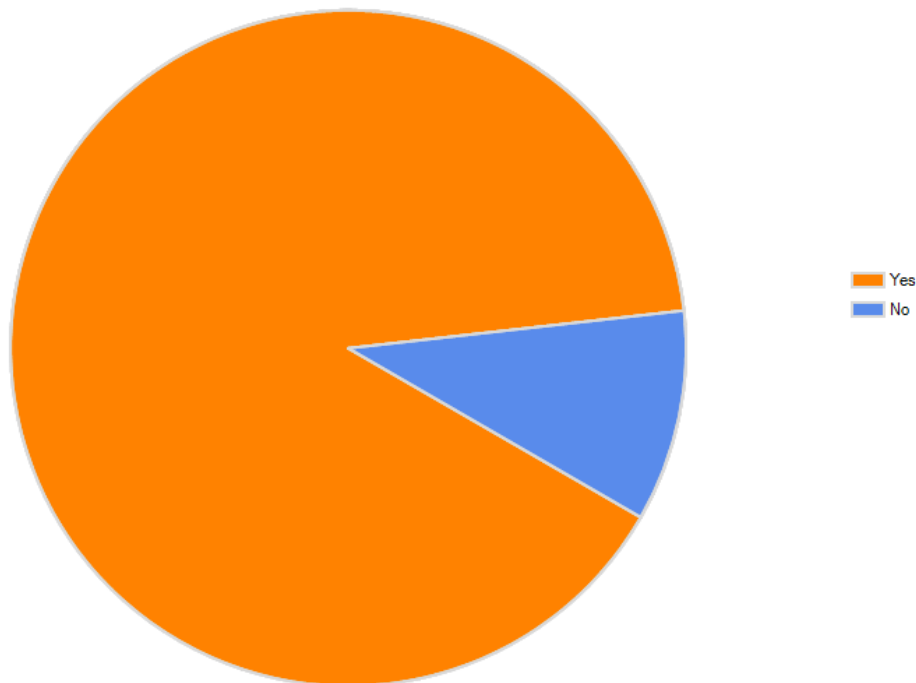
CAPS training in fall of 2013, this topic was discussed, and as a result, a memo was sent to all Regional Administrators and Supervisors, to remind them that the preference is for CAPS training attendees to be on the job for at least one month, before attending CAPS training.

Northrop Grumman recognizes that new employees join the Department at various times, which makes it difficult to attain the ideal timing for each person's training program. If the Department desires, Northrop Grumman is happy to pursue creation of online training modules to help bridge the gap between when an employee is hired and when they can attend CAPS training.

Question 12: When there are policy changes that result in changes in system use, would you like to see the CAPS changes co-presented during quarterly policy webinars?

	<u>2013</u>	<u>2014</u>
Yes	85.4%	<b>89.9%</b>
No	14.6%	<b>10.1%</b>

When there are policy changes that result in changes in CAPS system use, would you like to see the CAPS changes co-presented with the policy changes during quarterly policy webinars?



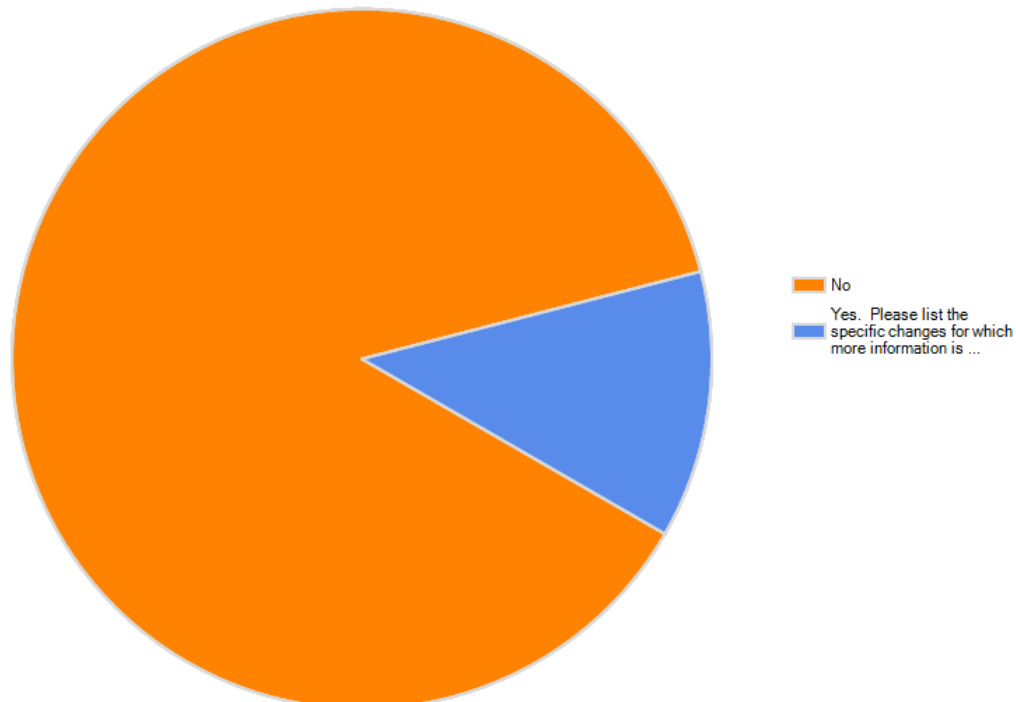


Almost ninety percent (89.9%) responded that they would like to see CAPS system changes co-presented during quarterly policy webinars, if policy changes affect CAPS system use.

Question 13: Of any of the recent CAPS changes, would you like any additional information or training?

	<u>2013</u>	<u>2014</u>
No	82.0%	<b>87.6%</b>
Yes. Please list the specific changes for which more information is needed.	18.0%	<b>12.4%</b>

Of any of the recent CAPS changes, would you like any additional information or training?



Over eighty-seven percent (87.6%) of respondents indicate they do not want additional information or training on recent CAPS changes. Respondents indicating they would like additional information on recent CAPS changes were encouraged to list the specific CAPS changes. Seven of these responses indicate they were not aware of any CAPS changes, but when changes are made, they'd like to be informed. Here are the verbatim responses.

- *I think additional training is good, for refreshers and also to help one use the program. I have no specific recommendations.*



- *I am not aware of the changes, they have never been explained to me. the only way I find out is when and new back or I enter something and find out later that it has changed it is very frustrating*
- *I am unsure what the changes were?*
- *I still don't know how to use this system. I struggle with the multi layers of the system and cannot readily find any information outside of RRRL screens*
- *I didn't even know there had been changes.*
- *We need to be able to automatically enter into CAPS that we did a Code X instead of having to maintain a separate file and log.*
- *Just let us know when changes are made and what they are.*
- *Are there recent CAPS changes?*
- *I am not aware of any changes but would want training when it happens*
- *I am not sure of any recent changes. If there have been recent changes then we should be alerted to those changes.*
- *Specific to what each department uses. No need for training on screens I never use.*

Northrop Grumman is happy to work with the Department to communicate significant CAPS changes, to ensure CAPS users are well informed and know how to properly use the CAPS screens.

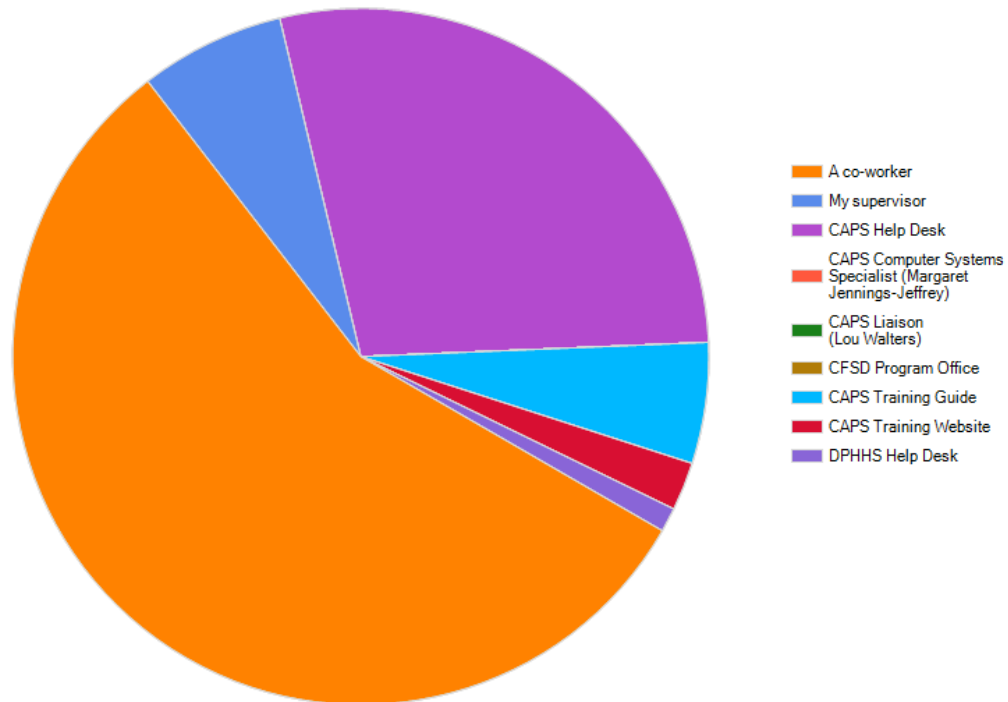
Question 14: When you experience CAPS system issues/problems, who do you contact first to get help?

	<u>2013</u>	<u>2014</u>
A co-worker	70.5%	<b>56.2%</b>
My supervisor	45.5%	<b>6.7%</b>
CAPS Help Desk	88.6%	<b>28.1%</b>
CAPS Computer Systems Specialist (Margaret Jennings-Jeffrey)	8.0%	<b>0.0%</b>
CAPS Liaison (Lou Walters)	1.1%	<b>0.0%</b>
CFSD Program Office	0.0%	<b>0.0%</b>
CAPS Training Guide	29.5%	<b>5.6%</b>
CAPS Training Website	9.1%	<b>2.2%</b>
DPHHS Help Desk	25.0%	<b>1.1%</b>





When you experience CAPS system issues/problems, who do you contact first to get help?



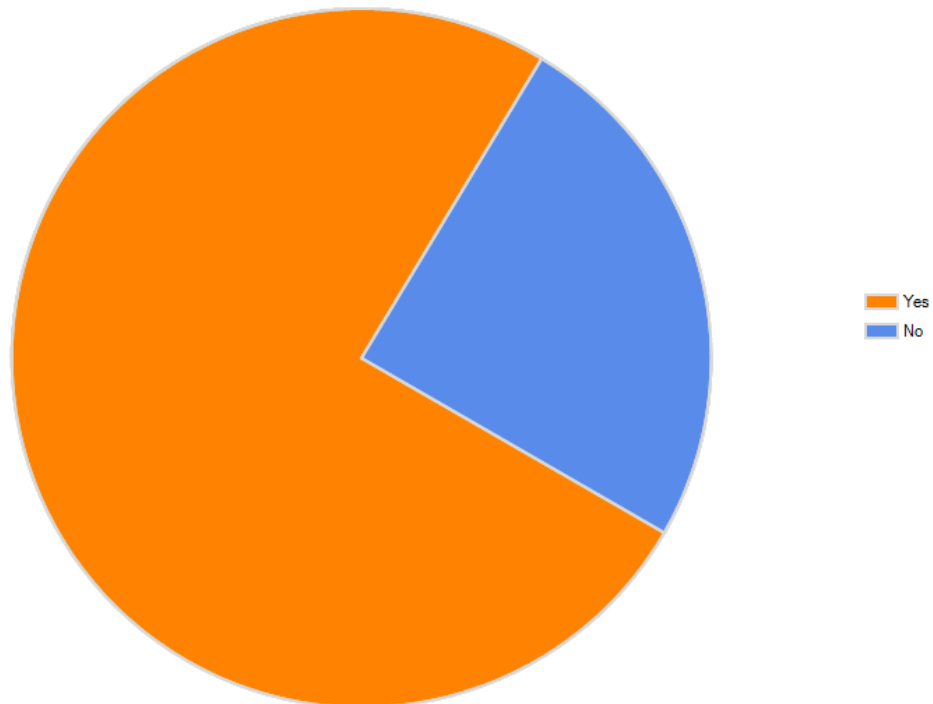
In last year's survey, respondents were allowed to choose multiple options for this question. In 2014, the question was revised to collect only the **first** point of contact for receiving assistance with CAPS. The largest number of respondents indicated a co-worker (56.2%) followed by the CAPS Help Desk (28.2%), the supervisor (6.7%) and the CAPS Training Guide (5.6%).

Question 15: Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?

	<u>2013</u>	<u>2014</u>
Yes	77.5%	<b>75.3%</b>
No	22.5%	<b>24.7%</b>



Have you ever been informed of, or are you aware of, how the information that you enter into the CAPS system is utilized?



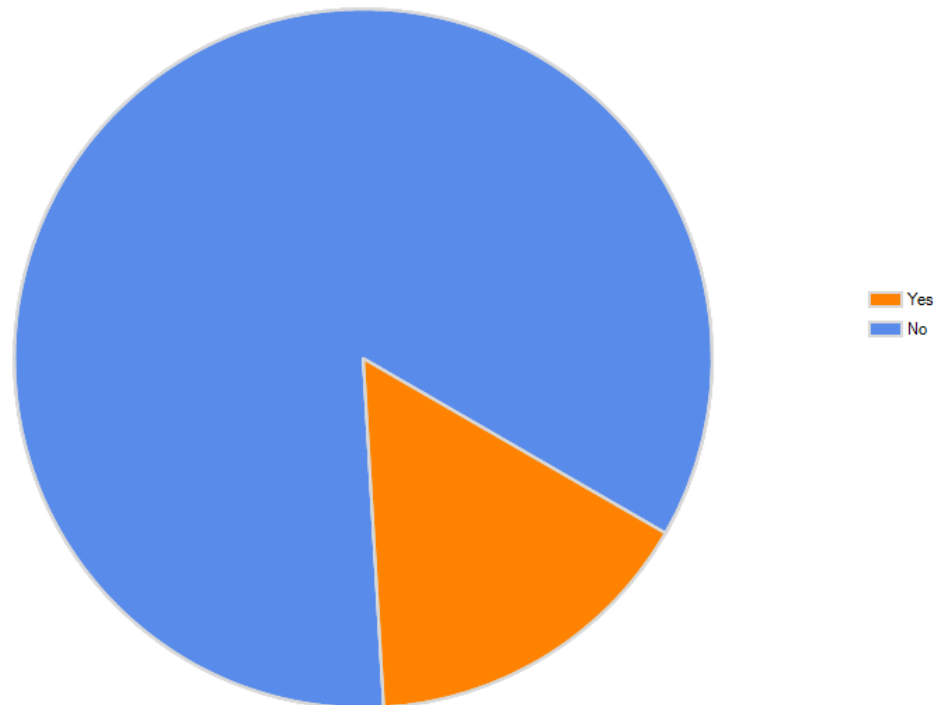
Approximately seventy five percent (75.3%) of workers indicating being informed of, or aware of, how the information they enter into CAPS is utilized. Almost twenty-five percent (24.7%) responded that they have not been informed, or were not aware, of how the information they enter into CAPS is utilized.

Question 16: Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?

	<u>2013</u>	<u>2014</u>
Yes	30.3%	<b>15.7%</b>
No	69.7%	<b>84.3%</b>



**Do you know which screens and data in CAPS need to be completed when supervising an out-of-state client?**

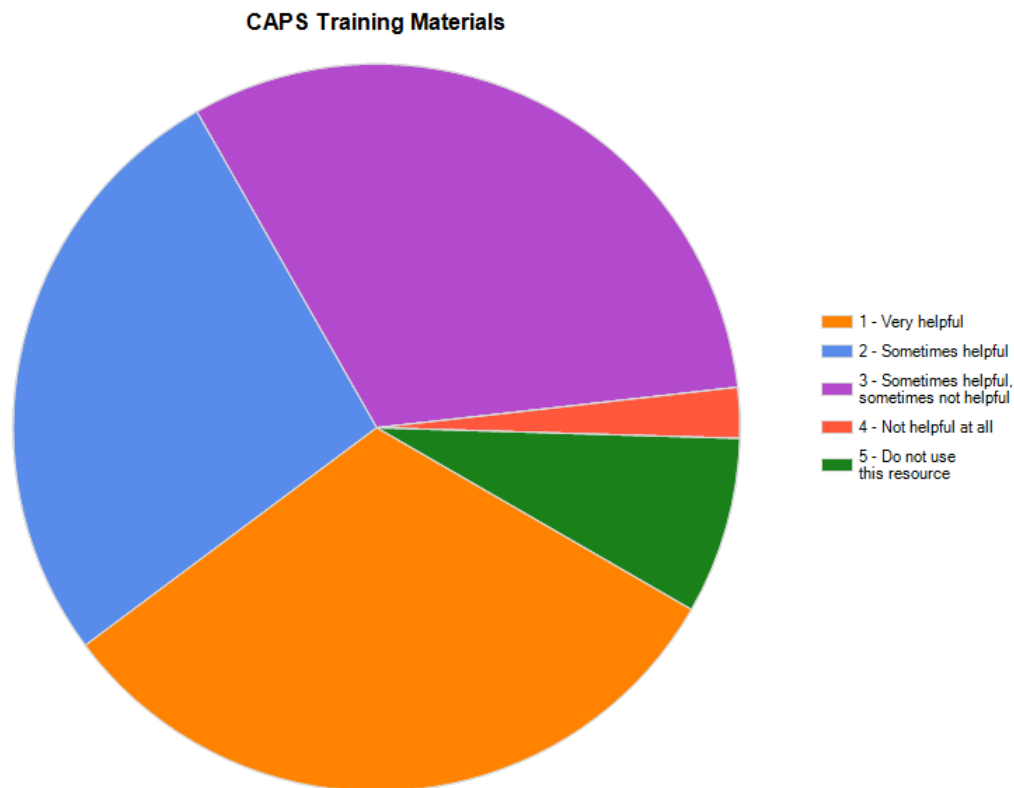


More than eighty-four percent (84.3%) identified that they do not know which screens and data in CAPS need to be completed when supervising an out-of-state client. This represents an increase of almost fifteen percent (14.6%) over last year.

**Question 17: CAPS Training Materials**

	<u>2013</u>	<u>2014</u>
1 – Very helpful	28.1%	<b>31.5%</b>
2 – Sometimes helpful	38.2%	<b>27.0%</b>
3 – Sometimes helpful, sometimes not helpful	21.3%	<b>31.5%</b>
4 – Not helpful at all	3.4%	<b>2.2%</b>
5 – Do not use this resource	9.0%	<b>7.9%</b>

If you select option 4 or 5, please provide your reasons (how they can be improved or why you do not use them) in the comment box below:



For this question and the next two questions, workers were asked to use the above rating scale to rate the usefulness of the CAPS training materials that they receive during the new employee CAPS training sessions.

This year, “Very helpful” increased to over thirty-one percent (31.5%). “Sometimes helpful, sometimes not helpful” also received the same percentage (31.5%).

Northrop Grumman does recognize that CAPS training materials would naturally become less helpful over time, due to system enhancements, or the user’s expanding level of CAPS experience. When system enhancements are made, changes to the training materials are updated on the CAPS training website as soon as possible. This allows workers to access up-to-date training materials and handouts at any time, and the information can be accessed, and printed if desired.

As part of this survey question, workers were also invited to make any additional comments regarding the CAPS training materials. Here are the comments:

- *Not used recently*
- *I selected number three, but there is not enough time to sit and search for the answer and then implement it, utilizing a supervisor or co-worker is much more helpful, as they can help troubleshoot and explain the process.*

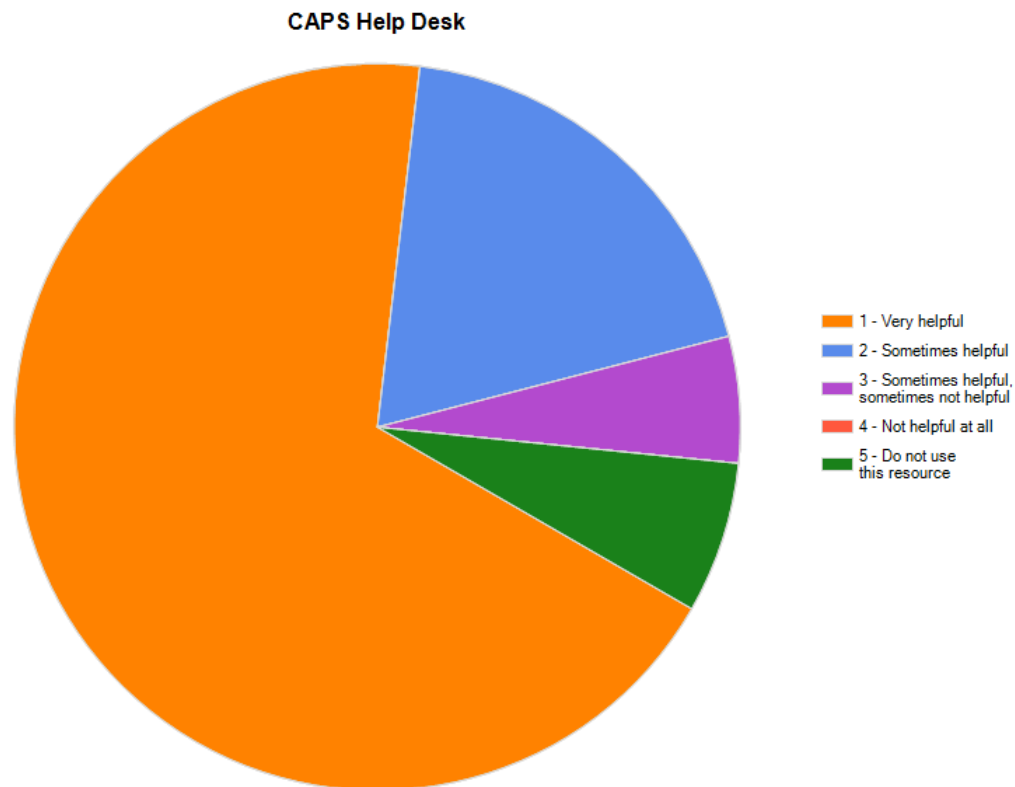


- *I refer back to them as needed.*
- *The table of contents and index do not help with looking up how to close a client. One must know the screens, and this program is SO unfriendly,*
- *Sometimes the 'help' is too vague*
- *I took this course too close to my hire date. I cannot navigate the book to find any answers.*
- *I don't know if I have a current set of training materials.*
- *Can't cover every situation. The help desk is extremely helpful and a great resource.*
- *My CAPS training materials were from 1995 and were sorely out of date.*
- *My training materials came from when we first started using CAPS-it is out dated.*

Question 18: CAPS Help Desk

	<u>2013</u>	<u>2014</u>
1 – Very helpful	69.7%	<b>68.5%</b>
2 – Sometimes helpful	19.1%	<b>19.1%</b>
3 – Sometimes helpful, sometimes not helpful	6.7%	<b>5.6%</b>
4 – Not helpful at all	0.0%	<b>0.0%</b>
5 – Do not use this resource	4.5%	<b>6.7%</b>

If you select option 4 or 5, please provide your reasons (how they can be improved or why you do not use them) in the comment box below:



More than sixty-eight percent (68.5%) chose “Very helpful” for the CAPS Help Desk. There were again no responses identifying that the help desk was “not helpful at all.”

As part of this survey question, workers were also invited to make any additional comments regarding the CAPS Help Desk. Here are the comments:

- *I have not yet used this resource, but my supervisor and I utilized it when there was an issue with a client and they were helpful and the problem was resolved.*
- *I haven't had to use this yet.*
- *I got the runaround by Help Desk and it turned out to be a CAPS problem, but I had to call and get transferred back and forth between CAPS Help and Tech Support. They were not nice about each other during this process.*
- *I find some of the help desk people rude. They seem to have the opinion that you are an idiot if you are calling in, they are abrupt and pompous.*
- *I have only used them once or twice and they resolved the issue without helping me understand how I messed the whole thing up. Part of that is on me, I hate CAPS.*
- *Too complicated when we are not computer savvy and CAPS is not computer friendly*



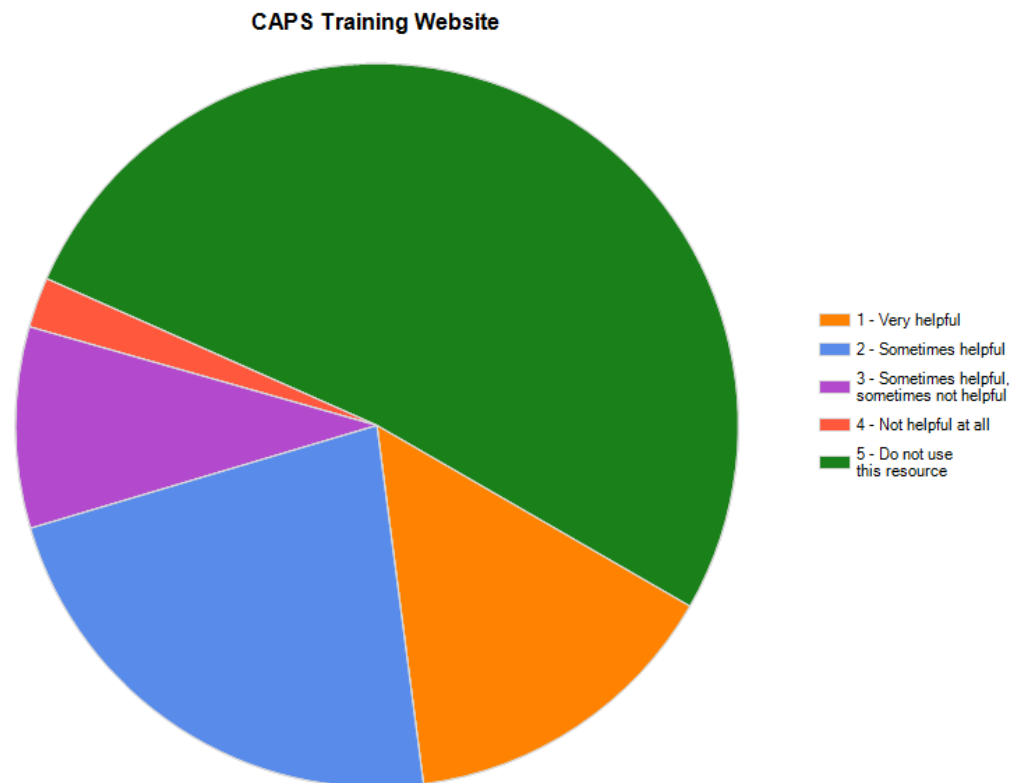
- *I have always found answers to my question either in the training materials or by asking a co-worker.*
- *Co-workers have been able to answer any questions so far*

The survey results and feedback have been shared with the CAPS Help Desk Supervisor.

Question 19: CAPS Training Website

	<u>2013</u>	<u>2014</u>
1 – Very helpful	7.9%	<b>14.6%</b>
2 – Sometimes helpful	15.7%	<b>22.5%</b>
3 – Sometimes helpful, sometimes not helpful	10.1%	<b>9.0%</b>
4 – Not helpful at all	3.4%	<b>2.2%</b>
5 – Do not use this resource	62.9%	<b>51.7%</b>

If you select option 4 or 5, please provide your reasons (how they can be improved or why you do not use them) in the comment box below:



The percentage of respondents selecting “Do not use this resource” is decreasing, but it is still high at more than fifty-one percent (51.7%). The percentages of respondents indicating the website is “Very helpful” or “Somewhat helpful” both increased, and



together, they account for more than thirty-seven percent (37.1%). The CAPS Training Website is now being demonstrated at every CAPS training session for new employees. The link to the training website is included on the Function Key template. The idea of pushing a “CAPS Training Website” desktop icon out to CAPS users was discussed at a CAPS training meeting in fall of 2013. Northrop Grumman recommends an update of the site, to enhance the functionality of the site and increase the site’s use. Many comments indicate workers are unaware of the website, or they forget about it. Some survey respondents indicate that have difficulty locating specific information and others indicated that the site is difficult for them to navigate. One idea for the Department’s consideration is to add a search function to the site. We recognize that CAPS users are very busy and need to be able to locate items quickly or they will not use this resource.

Workers were invited to make any additional comments regarding the available help resources. All respondents’ comments are listed here:

- *No one has ever explained it to me.*
- *I wasn't aware there was a CAPS Training Website.*
- *I have not utilized this resource yet.*
- *Prefer to talk to a live person. Also when did try the site, I couldn't find the info I needed.*
- *I haven't used this yet.*
- *Forgot it was available.*
- *I was unaware there was a website*
- *Did not know there was a training website.*
- *Didn't know it existed.*
- *My questions are mostly answered by my training book. I have never felt the need to go to the training site.*
- *Had no idea that there was such a thing*
- *Did not know about this website.*
- *I have not used this*
- *I have not used it.*
- *I have never used the website..when I need help I first look at my caps book, then ask my supervisor and then call the help desk*
- *Have not used it in the past, however, it may be easier to navigate than my hard copy of my training manual. It has been saved to my favorites for reference.*
- *Don't know too much about it.*
- *I forget that there is a CAPS training website, I typically take problems and/or questions to a co-worker or to my supervisor.*



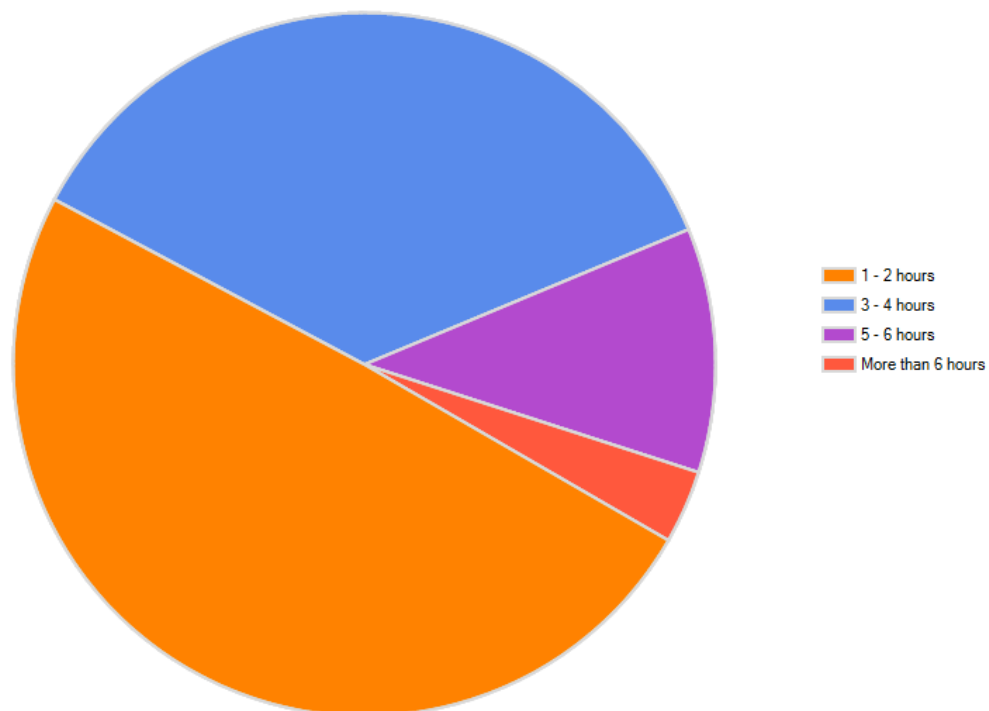


- *I forgot that there was a website.*
- *Forget that it is available. A brief training on how to use this site would be nice. Not sure how to access it.*
- *NO NEED*
- *I didn't know there was a training website.*
- *did not know it existed*

Question 20: How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?

	<u>2013</u>	<u>2014</u>
1-2 hours	49.4%	<b>49.4%</b>
3-4 hours	34.8%	<b>36.0%</b>
5-6 hours	6.7%	<b>11.2%</b>
More than 6 hours	9.0%	<b>3.4%</b>

How many hours of your workday would you say you spend entering/accessing information in CAPS/DocGen (on average)?



The biggest change from the last survey is in the “More than 6 hours” category, dropping from nine percent (9%) to a little more than three percent (3.4%). Here is a table of the responses, filtered by staff type (question 3).



Staff Type	1-2 h		3-4 h		5-6 h		6+ h	
	2013	2014	2013	2014	2013	2014	2013	2014
Administrative Support	20.0%	30.8%	30.0%	30.8%	20.0%	38.5%	30.0%	0.0%
Case Aid	60.0%	20.0%	40.0%	40.0%	0.0%	20.0%	0.0%	20.0%
Centralized Intake	0.0%	-	50.0%	-	50.0%	-	0.0%	-
Central Office (All Staff)	50.0%	20.0%	16.7%	20.0%	16.7%	60.0%	16.7%	0.0%
CPS Specialist	47.5%	63.9%	42.5%	33.3%	5.0%	0.0%	5.0%	2.8%
Family Group Conference Coordinator	100.0%	66.7%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%
Fiscal Officer	0.0%	-	0.0%	-	0.0%	-	100.0%	-
Licensing Worker	63.6%	64.3%	36.4%	35.7%	0.0%	0.0%	0.0%	0.0%
Other	75.0%	66.7%	25.0%	0.0%	0.0%	0.0%	0.0%	33.3%
Permanency Plan Specialist	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Program Assessment Specialist	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Regional Administrator	-	0.0%	-	100.0%	-	0.0%	-	0.0%
Supervisor	71.4%	50.0%	28.6%	50.0%	0.0%	0.0%	0.0%	0.0%
Transitional Living Specialist	-	100.0%	-	0.0%	-	0.0%	-	0.0%

Question 21: In the space below, please feel free to add any additional comments regarding CAPS training and/or the CAPS system, along with any general comments.

All workers who completed and returned a survey were invited to make any additional comments regarding any CAPS training or system issues, or if they wanted to provide additional comments to answers they had made on previous questions in the survey.

- *Hours in the workday spent utilizing and entering on caps is hard to determine at this time for myself, but I do know that others feel way too much time is spent on the CAPS. I am learning the program so it takes me longer and also am getting assistance.*



- *we all need refresher classes to update us on changes*
- *the system is old and antiquated and a pain in the behind*
- *I have noticed a glitch in CAPS when getting an alert about new SPND added. It will oftentimes give an error message, but then if I try it again the diagnoses will sometimes be there.... sometimes not.*
- *I just feel any real world training is helpful, especially with examples from cases.*
- *It is pretty easy to use. Only frustration is that it's clock off time comes too frequently.*
- *I have been using caps for 6 months and still feel like I don't know what I am doing a lot of the time. I have to look things up and call to do anything other than entering notes and checking referrals. More advanced training would significantly help me.*
- *Please help us get rid of this system and get a windows based system that follow through from task to task to take care of these cases.*
- *It is my belief this system is VERY cumbersome and outdated. Even when the screens are mastered-which I think very few people ever do-it is still very time-consuming and redundant. The amount of training that goes into this program and the time it takes to enter information seems to be cost-prohibitive and it should be replaced.*
- *It would be nice to have access to short trainings 12-3 hrs to become familiar with areas we don't have a lot of input into but have questions about. For me I'm thinking billing/payment. I get frequent questions about why a payment didn't go through or how to enter a payment and I have no familiarity with those screens. I do not want to spend a week in training.*
- *I find it very difficult to find time to be trained in CAPS. The Licensing training also does not address all of the CAPS screens we will access when we take over a case from CPS workers. ACTD, 427s in docgen, SPND, MMHD, EDHL, all of those specific client screens are overlooked.*
- *I wish that I was utilizing everything from my training right away. I still have not really gotten my own case load, and so my CAPS training (without practice) is going bad- I need to use it actively right after having been to training. It was very helpful... THEN.*
- *Can't wait for a new windows friendly system.*
- *Update the system as it is hard to use and remember all codes.*
- *There are some folks at the CAPS help desk that are very rude. This type of attitude is completely unnecessary. As for training, Kim is a wonderful trainer. She was very helpful and made the week enjoyable. We really appreciate all that you guys do. Thank you!*



- *I just completed CAPS CPS training, last week. I believe Lou Walters should place more emphasis on the AFCARS report and the importance of accurate entry. He provided numerous funny newspaper articles about bad data entry, but he did not discuss how it impacts CFSD. He demonstrated the ROM system and some of his reports. However, not enough information was given regarding blanks or erroneous information. The last portion of training did not apply to CPS workers as much as other information presented. I think it could be condensed or eliminated.*
- *Sorry but not a fan. I find it tedious and it wastes a lot of my time going screen to screen. There should be a centralized format for all info needed on an individual. More work to learn CAPS then the job itself.*
- *I am aware of how information in CAPS is used but not many in my office understand what it is used for and how it impacts other areas. some of the edits in CAPS are annoying as if you make an entry mistake you can't change it.*
- *Doing the training in March. With having to do the 3 week MCAN training, it is a lot on workers and families to have an additional week of training away from home to learn about CAPS. An online component would be nice--like enough of an overview to know how to navigate the system.*

### 2.1.3 Recommendation

DPHHS and Northrop Grumman can gather valuable feedback about training methods and ongoing needs, as well as potential training topics, and the effectiveness of the assistance provided by the help desk. Northrop Grumman recommends that users continue to be surveyed every year. This can be accomplished via an online survey, hard copy forms, or other methods as appropriate. Northrop Grumman recommends the online survey unless there is a compelling reason to use another method.

The Department should carefully consider the data collected via the survey. Northrop Grumman poses the following questions for the Department's consideration, as a result of this year's survey. Does the Department wish to consider:

1. Shortening the initial CAPS training, and adding a follow-up training session after the trainees have a chance to practice the skills learned at the first session?
2. Adding more real life examples to the training scenarios?
3. Adding information to connect the CAPS screens to their training duties?
4. Updating the order of training to match up with how they would normally walk through a case, start to finish?
5. Creating an online module to bridge the gap between when an employee is hired and receiving their CAPS training?
6. Creating online modules for some of the less common CAPS tasks that people often forget?



7. Communicating significant CAPS changes more explicitly?
8. Redesigning the CAPS Training Website, to make items easier to find, and encourage people to rely on it more than their training guides, which can become outdated?
9. Pushing out an icon to the desktops of CAPS users, after the CAPS Training Website is redesigned, as a reminder for people to use it?
10. Reinforcing for field staff how CAPS data is used, either at training or in another manner?
11. Creating a guide or flow on the topic of supervising an out of state client?
12. Shifting training materials to be more 'task based' (and reference the associated screens), since new employees struggle to remember the screen acronyms, and the percentage of brand new employees is on the rise?

Additional recommendations based on actual survey responses can be found in *Section 5, Summary of Recommendations*.

## **2.2 Training Evaluations**

### **2.2.1 Description**

The CAPS Trainer solicits training evaluations from trainees subsequent to all training sessions. Training evaluations are very useful for determining changes to the training agenda and training methods. These forms help the trainer determine trainees' expectations at the beginning of the session, and then after the session, to gauge how each participant feels with regard to using the different areas of the system and how the class met up with the person's expectations, and gathers input from participants on training materials, course content, training approaches, and how the training could be improved. Here is the text of the training evaluations for new employee training sessions. Please note that the "sections" referenced on this evaluation will vary depending on the type of training (CPS Specialist vs. Provider Licensing, etc.).



TRAINING DATE:	HIRE DATE:
TITLE:	COUNTY/JUD DIST:

*As the CAPS trainer, it is my goal to provide you with the highest quality training possible. Please help me by completing the following questions:*

1. During this training, what do you expect to learn or be able to do differently than you do presently?

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2. The following sections were covered during the course of this training. Use the chart below to indicate if you feel you would be able to use the concepts/screens associated with each section immediately when you return to your desk:

SECTION	Y E S	YES, WITH SUPPORT	N O	COMMENTS
System Overview				
Report/Referral				
Client Setup				
Provider Info				
Permanency Plan				
Services				
Maintenance				
Interfaces				
Payments				
Trust Accounts				



3. Name one (or more) item(s) you **liked** about the training materials and course content (binders, exercises, overhead presentation, handouts, lecture, etc.):

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4. Name one (or more) item(s) you **would change** about the training materials and course content:

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5. Name one (or more) style(s)/approach(es) the trainer used which worked effectively:

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6. Name one (or more) style(s)/approach(es) the trainer used which you would like to see changed:

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7. Overall, describe how this course compares with your original expectations (question#1).

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8. What did you get out of this course that you did not expect?

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9. Additional comments:

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Because the agenda for advanced training sessions varies, the standard evaluation form used in the new employee training sessions does not work well. Rather than being asked to comment on each section, workers are asked to comment on the usefulness of the topics chosen, the time allotted to each topic, the usefulness of any handouts or documentation, and to give a “grade” to the training session. This evaluation form helps the CAPS trainer to adjust the advanced training sessions as necessary, based on the comments provided by workers attending those sessions. Both trainees attending advanced FRS sessions indicated their session was extremely helpful and neither had suggestions for improvement.

### 2.2.2 Results

The Northrop Grumman trainer conducted several training sessions targeted for several of the different groups using CAPS and DocGen, and evaluations were collected following every session. Training evaluations help the CAPS trainer structure the training to meet the needs of the workers attending the sessions. These evaluations are also used as a checkpoint for the current state of training, providing the CAPS trainer with pertinent information.

Many trainees enjoyed the hands on exercises, treasure hunts, class discussions, icebreakers, CAPS shortcuts and tips, as well as the binder and handouts. Several trainees noted appreciation for the comfortable atmosphere of the session and the trainer being: open to questions, patient, helpful, warm, positive, and encouraging.

Multiple trainees mentioned the room being distracting (too hot in the summer sessions and uncomfortably cold in the fall and winter sessions). The trainer contacted the heating contractor when the room was too cold, but unfortunately, there is not an air conditioning system in place, so summer trainees were informed they should wear cool clothing or layers.

The freeform text answers are often the most helpful in making positive changes to the training program. Here are some examples:

1. Some trainee comments indicate the need for more realistic examples or even a real case file to make things more easily assimilated.
2. Some evaluations suggest making the training more interactive. One idea was to have the trainer enter into CAPS as she explains each screen instead of using the PowerPoint slides. Another idea was to have the group work along with the trainer. Several people would like even more hands on practice with the exercises and treasure hunts.
3. Other comments indicate a desire to only learn about the screens the person needs for his or her job duties. Another trainee indicated a need to know which screens they would need to use as a CPS in his or her county.





4. Some comments would like the “why” they’d use certain screens to be added. One person indicated a desire to have a policy trainer as a co-trainer at CAPS sessions, to include more of this type of information.
5. Some trainees would prefer the guide be more focused on what they need to do and how to do it.
6. Some of the 2013 evaluations from the first half of the year indicated a desire to streamline/shorten the training, and include less information on screens they would rarely/never use.

Northrop Grumman is happy to discuss potential changes based on these and other specific comments contained in training evaluations.

### *2.2.3 Recommendation*

Evaluation forms should continue to be used to gather feedback after each formal training session. Training methods and materials should also continue to be improved, based on comments received on these evaluations. Northrop Grumman welcomes the opportunity to meet with the Department to discuss the plan for continuing CAPS training as new employees are hired, as well as reaching existing CAPS users with pertinent training.

During 2013, the Department made the decision to shorten and streamline the CPS training during 2013 to address evaluation comments and survey feedback; twelve screens were trimmed from the session, reducing the training session to two half days and two full days. This has been well received so far; trainees in the second half of the year did not indicate feeling overwhelmed by ‘extra’ screens. Northrop Grumman recommends that an additional column be added to the complete list of all CAPS screens and acronyms. With the Department’s help, the new column could identify a general explanation of “when you use this screen/what you do here” in language that makes the most sense to field staff. This type of tool may also partially meet the need for a cheat sheet indicating what trainees need to do in different situations (If “this,” then “that.”).

Northrop Grumman looks forward to continuing the discussion of the future path of CAPS training with the Department, as additional system factors are added to the equation. As things proceed, if the Department wishes to collect additional or different information via training evaluations in the future, Northrop Grumman welcomes the opportunity to discuss the changes.



## 2.3 Northrop Grumman Help Desk Information

### 2.3.1 Description

The Northrop Grumman Help Desk members answer users' questions regarding CAPS and DocGen. Many times, callers are not calling in a problem or enhancement; rather, they are calling to get specific instructions on how to perform certain system functions.

The Northrop Grumman Help Desk uses a software program to track problem reports. When problem reports are closed, a Closure Code is identified. One of the Closure Codes is "Training Issue." A query can be run at any time to determine possible topics for system training or for the regional policy training sessions.

In addition to the automated reporting that uses Help Desk data to identify training needs, it is often useful to informally poll the Help Desk members regarding recent trends in the requests. This way, training materials can be updated to reinforce any concepts necessary or the information can be passed to the Department, potentially as a topic for their webinars.

Because the Northrop Grumman Help Desk members have frequent contact with system users, they are an excellent resource to help Northrop Grumman determine training needs and issues. The Help Desk personnel provide input to help determine topics for future training and training materials.

### 2.3.2 Results

Based on the review of the problem reports closed between 1/1/2013 and 12/31/2013 with a closure code of Training Issue, these are the items reported by users. These are problems that could be resolved via use of the online system, without programming changes. Here are the items:

- **CSF2:** The worker received the message: "Good cause required for other fathers on this referral" and was unsure how to access the other fathers to add the information. The user was notified that paging keys work on the father screens (F7 and F8) to access the additional fathers.
- **TAED:** The payment successfully balanced but would not go out of Incomplete status; she was having difficulty getting it so Susan can approve it. The user was notified that CAPS required a CDS staff type to balance this SRFND service for the DOC client. So one of the workers was able to add the service, and they got it approved fully.
- **Overpayments:** In reviewing the WRND screen, the user called in for investigation on how an invoiced service got paid twice (once in 2012 and once in 2013) for the same span. The user was notified that invoice dates can be any dates that fall within the service dates on SERP (if it's been paid or not). The



person entering on CBPD need to pay close attention to the dates in order to not pay the same period twice.

- **SERP:** User requested a different end date for a service on SERP and was notified of the process to use to modify the end date on SERP; workers can update the end date using the online system.
- **AXED:** User abended when trying to Shift+F4 on AXED upon transfer of a client. The programmer discovered the client's birthdate was causing the issue (2/29); the screen could not easily reconcile a Leap Year date of birth. The worker was able to update the date of birth to 2/28, transfer the client, and then the date of birth was set back to the correct 2/29 value.
- **PLAD:** User abended, again due to a client with a 2/29 date of birth. The worker was able to update the date of birth to 2/28, enter the client's placement, and then the date of birth was set back to the correct 2/29 value.
- **CPhL:** One user was unable to close an adoption out, she thought due to a tribe jurisdiction or a gap in placement issue. Help Desk informed the user that another worker could close out the adoption, so the SCR was closed.
- **RRD2:** The user received an error message: "A priority is required for CPS referrals" and CPS referrals require a priority of 1, 2, 3, or 9; this one was set at 0. The users was informed about how to get the priority updated; priority can only be changed by staff types starting with 'CT' or the 'CAC' staff type, or by a worker with the RRC supertask.

The Help Desk indicated one common call is to help users with the process of entering a trial home visit using the PLSH (Placement Status History) screen. Many calls to the Help Desk also deal with duplicates.

### 2.3.3 Recommendation

Help Desk input should continue to be solicited to help determine users' training needs. One way data can be gathered from the Help Desk is by using automated reporting from Northrop Grumman's problem report tracking system. If the Department wishes to send out an update bulletin to review the items identified, Northrop Grumman is happy to help draft one on the topics identified.

Another way data should continue to be gathered from the Help Desk is informal polls. Their responses will be used to refine or create new CAPS documents, and to focus future training efforts.

## 2.4 Input from DPHHS Staff

### 2.4.1 Description

To identify training needs and improve system training in general, Northrop Grumman works with DPHHS staff, including the PMB Business Analyst, the CAPS Computer Systems Specialist, the CAPS Liaison, the Fiscal Services Bureau Chief, and the Program



Bureau Chief. These persons often identify training needs through contact with users, case reviews, audits, or other means and they can communicate these needs to Northrop Grumman.

#### **2.4.2 Results**

The Northrop Grumman trainer was available to research training issues and produce training materials as directed by the Department. In April 2013, the trainer met with the IV-E and SSI Unit Supervisor to discuss a CAPS presentation for him to use as he met with CAPS users with the tribes, across the state. The Department also met with the CAPS trainer in September to discuss CAPS training, the timing of new hires attending CAPS training, and CAPS training evaluation suggestions. One outcome from this meeting was the streamlining of CAPS CPS training to focus more on the most important screens for CPS Specialists. The number of screens was reduced by twelve, which means the training session time was also reduced to two full days and two half days. The Department also met with the CAPS trainer in November to discuss the CAPS survey.

The trainer is available to assist DPHHS staff by preparing information for presentations and providing other input when requested. These communications help both Northrop Grumman and DPHHS to identify training gaps and communicate proper procedures to system users.

#### **2.4.3 Recommendation**

DPHHS personnel can be a valuable source of input about CAPS training needs and Northrop Grumman will continue to respond to suggestions and requests for assistance. Northrop Grumman looks forward to working closely with the Department as CAPS users' needs change with upcoming system initiatives.



## **Section 3. Communication Methods**

Several methods are used to disseminate information to CAPS system users. All have their benefits and their continued use is recommended. Communication with CAPS users is imperative to their successful use of the system. As turnover rates continue to increase with several user groups, communication is vital to decreasing worker frustration, and may positively impact the rate of turnover. The communication methods are outlined in sections 3.1 through 3.5.

### **3.1 Outlook Email Notifications**

#### **3.1.1 Description**

When system changes are implemented, the DPHHS CAPS Computer Systems Specialist or the DPHHS CAPS Business Analyst occasionally sends out a brief e-mail to all affected staff. These messages detail the changes and occasionally direct workers to the Main Menu notification field, the updated screen and/or field help, or the CAPS training website for further information. Northrop Grumman would recommend resuming the regular use of this technique and fully supports the Department's efforts to keep field staff well informed of system changes.

Northrop Grumman would be happy to help the Department with drafting bulletins announcing system changes, if the Department would find that helpful. The Department would still send the final bulletin to appropriate users. This way, pertinent policy or procedural reminders can also be included.

#### **3.1.2 Results**

The Northrop Grumman CAPS Trainer was added to the HHS CFSD mailing list in order to receive information that could be helpful for CAPS training sessions. Several items contained information on CAPS changes and some memos contained the policy reasons for the CAPS changes. One was titled "IARD enhancements effective Monday night, July 1" and another was called "Frequently Asked Year End Question" and dealt with some information on the fiscal side of things (W9s, Direct Deposit, additional check runs in CAPS, at year end). Another message announced the removal of the secure function in CAPS, and another dealt with the new first contact and investigation start time fields on RRD1 and CID1.

#### **3.1.3 Recommendation**

Email announcements of system changes are vital in keeping users up to date and Northrop Grumman would recommend the regular use of this technique and fully supports the Department's efforts to keep field staff well informed of system changes.



## **3.2 CAPS Main Menu Update Field**

### **3.2.1 Description**

Workers can access information about major updates, changes and critical system issues through the help field on the Main Menu screen. The Main Menu update field contains a short history of system changes, and allows workers to access the information quickly and easily. The Main Menu update field is discussed in new employee training sessions and reminders about this feature are also made during training sessions.

### **3.2.2 Results**

This field, in the past, has proven to be a very useful way of notifying CAPS system users of changes to screens, functions or procedures in CAPS, and allows for a location to maintain this information over a period of time. Placing these updates directly on the CAPS Main Menu ensures that all workers have access to information about these changes. The Main Menu update field was last updated due to the Foster Care service rate increases on October 1, 2009.

### **3.2.3 Recommendation**

Northrop Grumman recommends that DPHHS resume the use of the Main Menu update field to announce important CAPS information, reminders, and updates.

## **3.3 CAPS Training Website**

### **3.3.1 Description**

The CAPS Training Website is now accessible to all CAPS users with an internet connection, including tribal workers and contract staff. (In the past, only internet connections inside the State firewall have been allowed access.)

The CAPS training website currently contains the following information:

- CAPS Training Schedule – workers can see all scheduled training sessions for the year and whether sessions have been canceled. Workers can register for training sessions electronically using an e-mail link that is provided.
- E-mail links to the CAPS trainer, the CAPS Help Desk and the DPHHS Help Desk.
- Training Documentation – includes updated training guides and training handouts for CPS Specialists, provider licensing workers, juvenile probation and parole workers, Centralized Intake workers and Transitional Living Specialists. Also included are the in-state and out-of-state provider rate lists and a list of all CAPS service code definitions.
- Alphabetized Screen Guides – includes a color screen print, a brief description, and field-by-field details of each screen in the CAPS system.



- Categorized Report Guides – includes a screen layout of different reports produced by CAPS and the extract criteria used by each report.
- The most recent Training Needs Assessment Survey Data – includes the location to post the results of the survey and the annual needs assessment document submitted to the Department.
- System Enhancements – includes training information on major enhancements made to the CAPS system. Information may include documentation, screen prints, PowerPoint presentations or Captivate demonstrations.
- Links to other websites – currently included are the State of Montana website, Public Assistance Toolkit, Public Health and Human Services, Child & Family Services, Corrections, Public Assistance, Child Support, and the State Employee Phone Directory.

The training site was not intended to replace instructor-led training, but instead provides a means to supplement ongoing training efforts by making the best use of available technology.

### **3.3.2 Results**

The CAPS Training Website is demonstrated at all new employee CAPS training sessions. When CAPS screens, reports, or processes change, the information is updated on the CAPS Training Website as soon as possible, thereby allowing CAPS users an easy spot to access updated information, instead of relying on potentially outdated hard copy manuals.

### **3.3.3 Recommendation**

Although use of the CAPS Training Website continues to increase, Northrop Grumman recommends intentional steps be taken to really increase its use. In addition to the site being demonstrated at new employee training sessions, the Department could pursue the option of pushing out an icon to CAPS users' desktops, to increase its visibility and make it easily accessible even when users are not in the office. Since it is now available via any internet connection, the training website could house items that are often needed when users are out in the field using CAPS. New checklists, flows, or cheat sheets could be developed and placed on the site, potentially on a separate page designated as "Field Use Resources." To address survey comments regarding uncertainty about connecting job duties with the CAPS screens and acronyms, Northrop Grumman recommends the Department assist with creation of items that will help users use CAPS most efficiently, especially since there are increasing numbers of new users. Modules can also be developed to address more advanced topics and procedures. Several screens and processes in CAPS are not used very frequently, so users tend to forget how to perform them correctly. These modules could be accessed whenever they are needed.

With training materials posted to the website, users always have access to the most current versions. Because of this, Northrop Grumman strongly recommends the training



website be upgraded to meet the changing needs of field staff, and to encourage users to access the website instead of the hard copy training materials. Northrop Grumman recommends shifting the website's role to be more of an arsenal of tools that will allow users to use CAPS most efficiently, and to make it so that these tools and items are more easily located on the site.





## **Section 4. Current State of CAPS Training**

### **4.1 CAPS New Employee Training**

#### **4.1.1 Description**

New employee training is designed for all new employees who will use the CAPS system. This includes CPS Specialists, provider licensing staff, juvenile probation and parole officers, centralized intake staff, transitional living specialists, and tribal and central office staff. Administrative assistants also receive new employee training based on the area of the system with which they will be most closely associated.

New employee training is currently divided into five separate modules: CPS Specialist, Provider Licensing, Juvenile Probation and Parole, Centralized Intake, and Transitional Living Specialist. Subsections 4.3 through 4.7 detail the specifics of each new employee training module and the current course agendas for each module.

New employee training consists of lectures, PowerPoint presentations, live system demonstrations and hands-on exercises. All trainees are expected to review a pre-training guide that is distributed approximately two weeks prior to their scheduled training session. This pre-training guide contains basic concepts used throughout the CAPS systems and is intended only as an introduction to CAPS, helping workers to gain an understanding of the functional foundation on which the CAPS system is built. Trainees have continued to receive a link to the CAPS Pre-Training Guide, along with the other training confirmation materials, during the 2014 training year.

At training, exercises are entered into a training database, which allows trainees the freedom to practice without the worry of making errors that can't be easily corrected. The CAPS trainer continues to develop and maintain the training databases and exercises to ensure they are updated to reflect all changes that are made to CAPS system functionality.

The information presented in lecture format is enhanced with both PowerPoint and, occasionally, "live" system demonstrations. The ability to disseminate information both verbally and graphically allows the trainer to make a more dynamic presentation by showing trainees actual screen layouts and functionality, along with specific case data.

Workers attending the new employee training sessions are provided with a training guide that is specific to the module they are attending as well as a keyboard template that identifies the unique keyboard functions used in the CAPS system. A link to the CAPS Training Website has been added to the card, and the "Flow to Add Person/Report/Client Information" has been added to the reverse side of the card.



#### 4.1.2 Results

The Northrop Grumman trainer presented CAPS training for 110 new CAPS users in 2013:

■ <b>CPS Specialist</b>	86
■ <b>CAPS Intro</b>	3
■ <b>Provider Licensing</b>	10
■ <b>Juvenile Probation and Parole</b>	2
■ <b>Centralized Intake</b>	9
■ <b>Transitional Living Specialist</b>	0

#### 4.1.3 Recommendation

Northrop Grumman recommends continuing the new employee training sessions as one integral part of CAPS system training. With a combination of lectures, hands-on exercises, worksheets, educational games, and activities, the training sessions present CAPS system information in a manner that is easily assimilated and applicable to all adult learning styles. Northrop Grumman recommends that DPHHS and Northrop Grumman continue to work together to meet the changing needs of CAPS users. For example, in 2014, some content will be shifted from the CAPS CPS Specialist session to the MSAMS training.

Northrop Grumman also recommends continued use of what is working and well received by class participants, such as hands on practice, distributing useful training guides, and allowing for class discussions with policy and procedure experts, in addition to system experts. Northrop Grumman is also open to pursuing the use of Web Ex for some CAPS training sessions, if the Department desires.

### 4.2 CAPS Advanced Training

#### 4.2.1 Description

There were six advanced training sessions scheduled for 2013. Advanced CPS Specialist and provider licensing sessions were scheduled in March, June and September. The agenda for advanced training is driven by the needs identified by registrant(s).

#### 4.2.2 Results

Out of the six scheduled advanced training sessions, two advanced training sessions took place in 2013. The two advanced sessions were conducted for one Provider Licensing worker on March 21 and one on June 6. (All three scheduled sessions for CPS Specialists and the September 12 provider licensing session were canceled due to having no registrations.)



### 4.2.3 *Recommendation*

Northrop Grumman supports the Department's decision to discontinue pre-scheduled advanced CAPS training in its current form. The advanced CAPS sessions have not been well attended. A message was sent to supervisors to communicate this, and to let supervisors know if they have a need for advanced or refresher CAPS Training for staff, they should request it. Northrop Grumman will continue to work with the Department to meet training needs of users. Northrop Grumman is also happy to work the Department on creating online modules for some of the advanced CAPS topics, if the Department desires.

## 4.3 **CPS Specialist**

### 4.3.1 *Description*

CPS Specialist training is designed for all employees who would benefit from it. This generally includes CPS Specialists, CPS Supervisors, and administrative support staff, although occasionally other participants join the group. Generally, three guest speakers are invited to provide a short presentation during CPS training sessions: Dale Hause (Supervisor of the SSI and IV-E Units), Lou Walters (CAPS Liaison), and Joe McAnally (Safety and Security Officer with DPHHS).

Dale Hause provides an overview of SSI and IV-E; he provides handouts that tie back to the CAPS screens that are so important to the work of his staff. Lou Walters provides the data quality overview, which helps employees understand that the information they enter in CAPS absolutely must be accurate; he often demonstrates the ROM tool (Reports Montana) to illustrate some of the ways the data is reported on and used by Central Office. Joe MacAnally provides a short presentation on office ergonomics at all new CPS training sessions when his schedule allows. Each of these guest speakers continue to be included as CPS sessions are conducted in 2014.

The current CPS training agenda is included here:

#### **I. WELCOME**

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

#### **II. SYSTEM OVERVIEW**

- A. Security
- B. Accessing and exiting the system  
Explain training database/logon ID's  
Password Maintenance
- C. Keyboard Functionality



- D. Online Help Resources  
Help Desk
- E. Screen Functions  
Fast Path  
Messages  
Screen Headings  
List/Detail concept
- F. Menus

### **III. REPORT/REFERRAL**

- A. Searching for/Adding a Person
  - PERS Person Search
  - PERL Person List
  - PERD Person Detail
- B. Referral Intake Process
  - RRRL Report/Request List
  - CID1 Centralized Intake Detail 1
  - CID2 Centralized Intake Detail 2
  - RRD1 Report/Request Intake Detail 1
  - RRD2 Report/Request Intake Detail 2
  - RRD3 Report/Request Intake Detail 3

### **IV. CLIENT SETUP**

- A. Initial Setup/Transfers/Security
  - AXED Assignments/Transfers Detail
  - CSLL Caseload List
  - RELL Relationship List
  - RELD Relationship Detail
- B. Building Client History
  - ADDL Address List
  - ADDD Address Detail
  - CLID Client Detail
  - ICWD ICWA Detail
  - SPND Special Needs
  - EDHL Educational History List
  - MEDS Medical Summary
  - MMHD Medical/Mental Health Detail
  - MDTD Medication/Treatment Detail
  - EMPL Employment History

### **V. PROVIDER INFORMATION**



- A. Adding a Non-Licensed/Non-Contracted Provider
  - PROS Provider Search
  - PROL Provider List
  - PROE Provider Entry
  - PROD Provider Detail
  - FSPL Facility Services Provided List
  - PTID Provider Tax Identification Detail
- B. General Provider Details/Information
  - PADL Provider Address List
  - PADD Provider/Facility Address Detail
  - PAKD Provider AKA Detail
  - PIGD Provider Information (General) Detail

## **VI. PERMANENCY PLAN**

- A. Client/Case Assessments and Reviews
  - IARL Initial Assessment and Review List
  - IARD Initial Assessment and Review Detail
- B. Permanency Plan Hearing Information
  - PPHL Permanency Plan Hearing List
  - PPHD Permanency Plan Hearing Detail

## **VII. SERVICES**

- A. Non-Payable Services and Removals
  - SERL Services List
  - SERN Services Detail Non-Payable
  - CREI CPS Removal Eligibility Information
- B. Court Events and Dispositions
  - CRTL Court List
  - CRTD Court Detail
- C. Placements
  - CPHL Client Placement History List
  - PLAD Placement Detail
  - PLSH Placement Status History
  - LICH Placement License History
  - GARD Guardianship Detail
  - ADOD Adoption Detail
- D. Payable Services/Supplemental Justification
  - SERP Services Detail Payable



- SSJD            Supplemental Service Justification
- E.    In Home Services
  - SEIH            In Home Services
- F.    Group Services
  - GRSL            Group Services List
- G.    Interstate Compacts
  - ICPL            Interstate Compact List
  - ICPD            Interstate Compact Detail
  - ICAD            Interstate Compact Action Detail

### **VIII. MAINTENANCE SCREENS**

- A.    Caseload Management and Client/Case History Screens
  - ALER            Alerts
  - ACTL            Activity List
  - ACTD            Activity Detail
  - ACT2            Activity Detail 2
  - AKAD            Person Name AKA Detail
  - EVEL            Event List
  - SEAL            See All Client Screens
  - USMD            User Maintenance Detail
  - USML            User Maintenance List
  - MIPD            Minors in Possession Detail
  - SPTK            Supervisory Task List
- B.    Notes Process
  - Document Generation Process

### **IX. INTERFACE SCREENS**

- A.    Interface Resolution Process
  - TIRD            CHIMES Interface Resolution Detail
  - SIRD            SEARCHS Interface Resolution Detail
  - SIR2            SEARCHS Interface Resolution Detail 2
  - APRD            Absent Parent Resolution Detail
- B.    Foster Care Child Support Enforcement Referral
  - SIID            SEARCHS Initial Inquiry Detail
  - CSED            Child Support Enforcement Referral Detail
  - CSCD            Child Support Child in Foster Care Detail
  - CSFD            Child Support Father Detail
  - CSF2            Child Support Father Detail 2



CSMD	Child Support Mother Detail
CSM2	Child Support Mother Detail 2
PRID	Private Insurance Detail

C.	TANF Emergency Assistance Application
TIID	TANF Initial Inquiry Detail
EARD	Emergency Assistance Request Detail
EAR2	Emergency Assistance Request Detail 2
EAWD	Emergency Assistance Services To Be Provided

## **X. PAYMENTS**

A.	Approvals/Modifications/History
PAYA	Payment Approval List
CBPL	Client-Based Payment List
CBPD	Client-Based Payment Detail
B.	Funding Eligibility
CELL	Client Eligibility List
IVEL	IV-E Reimbursability List
IVED	IV-E Reimbursability Detail
IVRH	IV-E Reason Code History
MIHL	Medicaid Issuance History List
C.	Provider Warrants (Checks)
WRNH	Provider Warrant History
WRND	Provider Warrant Detail

## **XI. TRUST ACCOUNTS**

A.	Requesting an Expenditure
TACL	Trust Account Expenditure List
TAED	Trust Account Expenditure Detail
B.	Viewing Client Trust Account History
TAHL	Trust Account History List
TAHD	Trust Account History Detail

### **4.3.2 Results**

During 2013, eleven CPS Specialist training sessions were conducted for eighty-six (86) participants. Only the December session was cancelled due to the small number of registrants.



### 4.3.3 Recommendation

Northrop Grumman recommends that CPS training sessions continue to be conducted as scheduled, and that changes be made to the CAPS session when MSAMS is ready to go live, to make the best use of trainees' time during that training week. The three guest speakers will continue to be invited, until such time as the Department decides to change that aspect.

## 4.4 Provider Licensing

### 4.4.1 Description

The Provider Licensing sessions were intended for all provider licensing workers (foster care, adoption and community residential) and the administrative staff who assist them. Provider licensing training sessions are scheduled for two and one half days. During these sessions, specific policy was not addressed. These sessions are held at the DPHHS Training Center in Helena.

The current provider licensing training agenda is included here:

#### **I. WELCOME**

- A. Introduction of Trainer and Guest Speakers
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

#### **II. SYSTEM OVERVIEW**

- A. Security
- B. Accessing and exiting the system
  - Explain training database/logon ID's
  - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
  - Help Desk
- E. Screen Functions
  - Fast Path
  - Messages
  - Screen Headings
  - List/Detail concept
- F. Menus

#### **III. REPORT/REFERRAL**

- A. Intake and Referral
  - PERS            Person Search
  - PERL           Person List





PERD	Person Detail
RRRL	Report/Request List
RRD1	Report/Request Intake Detail 1
RRD2	Report/Request Intake Detail 2
RRD3	Report/Request Intake Detail 3
CID1	Centralized Intake Detail 1
CID2	Centralized Intake Detail 2

#### **IV. PROVIDER ENTRY**

- A. Provider Setup
  - PROS Provider Search
  - PROL Provider List
  - PROE Provider Entry
  - PROD Provider Detail
- B. Licensing
  - FACD Facility Detail
  - PADL Provider Address List
  - PADD Provider Address Detail
  - FALL Facility Licensing List
  - FALD Facility Licensing Detail
  - PRPL Provider Person List
  - PRPD Provider Person Detail
  - CLTL Client Types List
  - CLTD Client Types Detail
  - PTID Provider Tax Identification Detail
  - FSPL Facility Services Provided List
  - PRFL Provider/Facility List
- C. Provider Information Detail
  - PRRL Provider Rates List
  - PRPH Provider Placement History
  - PRTL Provider Training List
  - PRTD Provider Training Detail
  - PRCL Provider Contact List
  - PRCD Provider Contact Detail
  - PBID Provider Banking Detail
  - FASL Facility Assessment List
  - FASD Facility Assessment Detail
  - PREL Provider Event List
  - FCLL Facility Caseload List
  - PAKD Provider/Facility AKA Detail
  - PASL Provider Active Services List



- D. Provider Warrant Information
  - WRNH Provider Warrant History
  - WRND Provider Warrant Detail

## **V. MAINTENANCE SCREENS**

- A. Worker Maintenance Screens
  - ALER Alerts
  - AKAD Person Name AKA Detail
  - STFL Staff List
  - AXED Assignments Transfers Detail
  - USMD User Maintenance Detail
  - USML User Maintenance List
  - MIPD Minors in Possession Detail
  - PIGD Provider Information (General) Detail
- B. Notes and Document Generation Processes

## **VI. INTERFACE SCREENS**

- A. CCUBS (Child Care Under the Big Sky)
  - CCRD CCUBS Interface Resolution Detail
  - CCR2 CCUBS Interface Resolution Detail 2

## **VII. CLIENT DETAILS**

- A. Adoption Case Management Documentation
  - RELL Relationship List
  - RELD Relationship Detail
  - ACTL Activity List
  - ACTD Activity Detail
  - ACT2 Activity Detail 2
  - IARL Initial Assessment and Review List
  - IARD Initial Assessment and Review Detail
  - PPHL Permanency Plan Hearing List
  - PPHD Permanency Plan Hearing Detail
  - CRTL Court List
  - CRTD Court Detail
  - CPHL Client Placement History List
  - PLAD Placement Detail
  - PLSH Placement Status History
  - LICH Placement License History
  - ADOD Adoption Detail
  - SERL Services List
  - SERN Services Detail: Non-Payable
  - SERP Services Detail: Payable



SSJD	Supplemental Service Justification
SEIH	In-Home Services
EDHL	Education History
MEDS	Medical Summary
MMHD	Medical/Mental Health Detail
MDTD	Medication/Treatment Detail

#### **4.4.2 Results**

Three provider licensing training sessions were conducted in 2013. One session that was scheduled in February was canceled due to no registrations. A total of ten workers attended the three training sessions.

#### **4.4.3 Recommendation**

For 2014, provider licensing training sessions have been scheduled once every three months for a total of four sessions throughout the year. Provider licensing training sessions are scheduled for February, May, August and November. Northrop Grumman recommends that the sessions continue to be scheduled quarterly.

### **4.5 Juvenile Probation and Parole**

#### **4.5.1 Description**

The juvenile probation and parole sessions are intended for juvenile probation officers, parole officers, institution staff and the administrative staff who assist them. Juvenile probation and parole training sessions are scheduled for two days. During these sessions, specific policy is not addressed.

The current juvenile probation and parole training agenda is included here:

#### **I. WELCOME**

- A. Introduction of Trainer
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

#### **II. SYSTEM OVERVIEW**

- A. Security
- B. Accessing and exiting the system
  - Explain training database/logon ID's
  - Password Maintenance
- C. Keyboard Functionality
- D. Help Resources
- E. Screen Functions
  - Fast Path



Screen Headings and Messages  
List/Detail Concept  
Menus

### **III. PERSON/CLIENT SETUP**

- A. Searching for/Adding a Person
  - PERS Person Search
  - PERL Person List
  - PERD Person Detail
  
- B. Client Setup/Transfers/Client History
  - AXED Assignments/Transfers Detail
  - CSLL Caseload List
  - CLID Client Detail
  - RELL Relationship List
  - RELD Relationship Detail
  - ADDL Address List
  - ADDD Address Detail
  - EMPL Employment History

### **IV. PROVIDER INFORMATION**

- PROS Provider Search
- PROL Provider List
- PIGD Provider Information (General) Detail

### **V. INITIAL ASSESSMENTS/CLOSURES**

- IARL Initial Assessment and Review List
- IARD Initial Assessment and Review Detail

### **VI. SERVICES/PLACEMENTS**

- A. Non-Payable Services and Removals
  - SERL Services List
  - SERN Services Detail Non-Payable
  - CREI CPS Removal Eligibility Information
  
- B. Court Actions
  - CRTL Court List
  - CRTD Court Detail
  
- C. Placements
  - CPHL Client Placement History List
  - PLAD Placement Detail
  - PLSH Placement Status History



JJPD Juvenile Justice Placement Detail

- D. Payable Services/Supplemental Justification  
SERP Services Detail Payable  
SSJD Supplemental Service Justification

**VII. MAINTENANCE**

ALER Alerts  
AKAD Person Name AKA Detail  
EVEL Event List  
SEAL See All Client Screens  
USMD User Maintenance Detail  
USML User Maintenance List  
MIPD Minors in Possession Detail  
SPTK Supervisory Task List

**VIII. INTERFACE RESOLUTIONS**

TIRD TEAMS Interface Resolution Detail  
SIRD SEARCHS Interface Resolution Detail  
SIR2 SEARCHS Interface Resolution Detail 2  
APRD Absent Parent Resolution Detail

**IX. PAYMENT INFORMATION**

PAYA Payment Approval List  
CBPL Client-Based Payment List  
CBPD Client-Based Payment Detail  
PAFD Payment Funding Detail

**4.5.2 Results**

During 2013, one Juvenile Probation and Parole session was conducted for two trainees.

**4.5.3 Recommendation**

Northrop Grumman recommends that requests for Juvenile Probation and Parole training continue to be fulfilled on an “as requested” basis. This is due to the fact that juvenile probation and parole no longer use the CAPS system for the majority of their case management data entry. These workers do continue to use the CAPS system for entry of any paid placements, payable services, and payment approvals.



## 4.6 Centralized Intake

### 4.6.1 Description

Centralized intake sessions are intended specifically to focus on the areas of the system used by Centralized Intake Unit staff. Centralized Intake workers do not have update access to the majority of the CAPS screens and, therefore, it is unnecessary to have them attend the entire regular CPS Specialist training session. Centralized Intake training sessions are scheduled for one and one half days. During these sessions, specific policy is not addressed.

The current centralized intake training agenda is included here:

#### **I. WELCOME**

- A. Introduction of Trainer
- B. Introduction of Class Participants
- C. Housekeeping Details
- D. Agenda

#### **II. SYSTEM OVERVIEW**

- A. Security
- B. Accessing and exiting the system
  - Explain training database/logon ID's
  - Password Maintenance
- C. Keyboard Functionality
- D. Online Help Resources
  - Help Desk
- E. Screen Functions
  - Fast Path
  - Messages
  - Screen Headings
  - List/Detail concept
  - Menus

#### **III. INQUIRY SCREENS (additional history)**

These are additional screens Centralized Intake Unit staff will have inquiry (read-only) access.

ADDL	Address List
ADDD	Address Detail
ADOD	Adoption Detail
CLID	Client Detail
CPHL	Client Placement History List
CREI	CPS Removal Eligibility Information



CRTL	Court List
CRTD	Court Detail
EDHL	Education History
EMPL	Employment History
EVEL	Event List
FALL	Facility Approval/Licensing List
FALD	Facility Approval/Licensing Detail
GARD	Guardianship Detail
IARL	Initial Assessment and Review List
IARD	Initial Assessment and Review Detail
ICPL	Interstate Compact List
ICPD	Interstate Compact Detail
ICAD	Interstate Compact Action Detail
ICWD	ICWA Detail
MDTD	Medication/Treatment Detail
MEDS	Medical Summary
MIHL	Medicaid Issuance History List
MMHD	Medical/Mental Health Detail
PADL	Provider/Facility Address List
PADD	Provider/Facility Address Detail
PASL	Provider Active Services List
PIGD	Provider Information (General) Detail
PLAD	Placement Detail
PLSH	Placement Status History
PPHL	Permanency Plan Hearing List
PPHD	Permanency Plan Hearing Detail
PRPL	Provider Person List
PRPD	Provider Person Detail
PRPH	Provider Placement History
RELL	Relationship List
RELD	Relationship Detail
SERL	Services List
SERN	Services Detail: Non-Payable
SPND	Special Needs Detail
SPTK	Supervisory Task Detail

#### **IV. PERSON & PROVIDER INFORMATION**

- A. Searching for/Adding a Person
  - PERS Person Search
  - PERL Person List
  - PERD Person Detail
  
- B. Searching for a provider



PROS	Provider Search
PROL	Provider List
PROD	Provider Detail
FACD	Facility Detail

- C. Alias names for a person or provider
  - AKAD Person Name AKA Detail
  - PAKD Provider/Facility AKA Detail
- D. Searching for history on a person or provider
  - RRRL Report/Request List
  - RBCL Report Background Check List
- E. Adding activity details on a client
  - ACTL Activity List
  - ACTD Activity Detail
  - ACT2 Activity Detail 2

## **V. REPORTS**

- A. Accessing history on referrals
  - RRRL Report/Request List
  - RRD1 Report/Request Intake Detail 1
  - RRD2 Report/Request Intake Detail 2
  - RRD3 Report/Request Intake Detail 3
- B. Adding a referral as a CI worker
  - RRRL Report/Request List
  - CID1 Centralized Intake Detail 1
  - CID2 Centralized Intake Detail 2
- C. Notes Process

## **VI. MAINTENANCE**

- A. Caseload Information
  - CSLL Caseload List
- B. Caseload Management
  - ALER Alerts
  - STFL Staff List
  - SEAL See All Client Screens
  - AXED Assignments/Transfers Detail
- D. Worker Information





USML	User Maintenance List
USMD	User Maintenance Detail

#### **4.6.2 Results**

During 2013, two Centralized Intake training sessions were conducted for nine staff.

#### **4.6.3 Recommendation**

Northrop Grumman recommends that requests for Centralized Intake training continue to be fulfilled on an “as requested” basis.

### **4.7 Transitional Living Specialist**

#### **4.7.1 Description**

Transitional Living Specialist training sessions are intended for all Transitional Living Specialist and supervisor staff. Transitional Living Specialist training sessions typically last one and one half days and specific policy is not addressed. These sessions are typically held at the DPHHS Training Center in Helena.

#### **4.7.2 Results**

During 2013, no requests for Transitional Living Specialist training were received.

#### **4.7.3 Recommendation**

Northrop Grumman recommends that requests for Transitional Living Specialist training continue to be fulfilled as requested. It is anticipated that, since the Department has contracted transitional living services to outside agencies, future Transitional Living Specialist training sessions will no longer be needed/requested, with the exception of tribal social services.

### **4.8 Specialized Training Requests**

#### **4.8.1 Description**

Northrop Grumman is sometimes called upon to provide specialized training on CAPS for users who haven’t received formal training or who otherwise need help in understanding and using certain areas of the system. These sessions are sometimes held at the DPHHS Training Center in Helena but occasionally are at the requestor’s workplace or some other venue.

#### **4.8.2 Results**

During 2013, three specialized training sessions were conducted for five staff:

- On February 19, 2013, training was conducted on the CAPS screens used by the new Residential Specialist.



- Training on CAPS was conducted for two staff from the Office of Legal Affairs on December 10, 2013. The session included several CAPS screens and the Notes process.
- Training on CAPS was conducted for the Policy & Technical Assistance Unit Supervisor and the Administrative Assistant in the Adoption Unit on December 11, 2013. The session included several CAPS screens and the Document Generation and Notes processes.

#### **4.8.3 Recommendation**

Northrop Grumman recommends that requests for specialized training continue to be fulfilled whenever possible.

### **4.9 Regional Policy Meetings**

#### **4.9.1 Description**

Occasionally, the Department invites the Northrop Grumman trainer to present CAPS information at meetings such as the regional policy meetings.

#### **4.9.2 Results**

The CAPS trainer was not asked to provide CAPS training information during regional policy meetings or webinars in 2013. If requested by the Department, the CAPS trainer would make every effort to be available to provide additional CAPS information during the regional policy meetings or webinars in 2014.

A question related to CAPS information being presented during the quarterly policy webinars was included in this year's survey. Please refer to question twelve in Section 2.1 for additional information: Almost ninety percent (89.9%) of respondents support having CAPS information included in such meetings.

#### **4.9.3 Recommendation**

There are two reasons Northrop Grumman recommends including CAPS information in the regional meetings:

- All employees are required to attend a regional policy meeting, so providing the option of receiving some advanced or "refresher" system training during this time supports trainees learning from the questions of other attendees. Also, when a consistent message is presented to several counties at once, it promotes consistency with the use of CAPS screens.
- Because most of the data entry in CAPS is directly tied to policy and federal reporting requirements, this provides an opportunity to make those ties more apparent and to stress the importance of timeliness of entry and information quality.



## **4.10 DPHHS Training Center/CFSD Training Center**

### **4.10.1 Description**

All 2013 CAPS training sessions were conducted in the DPHHS Training Center at 2800 Airport Road in Helena. The DPHHS Training Center includes two separate training rooms, with a “break room” divider in between. Currently, the break room has a microwave and a “dorm style” refrigerator. These are used by training participants; often trainees bring leftovers from lunch back to the training room, or they bring their own beverages, or they wish to eat lunch in the training room while keeping up on their email. If the microwave or the refrigerator is ever removed, it would be advantageous to get them replaced.

Trainees can log on to computers for hands-on practice in the training database environment. There have been occasions for certain specialized training sessions where there were not a large number of participants or hands-on practice was not necessary. In these situations, sessions have been held at a State office.

### **4.10.2 Results**

One major concern regarding the DPHHS Training Center continues to be the lack of air conditioning. This becomes an even bigger issue when there are two training sessions taking place, as it is necessary to close the door to the small (north side) training room. The combination of computers, laptops, projectors and several participants in a room with no air conditioning makes the learning environment almost unbearable at times. The Department has been very helpful in supplying fans and swamp coolers for the rooms but, often, these aren't enough. There is no water supply immediate to the training room and many of the rollers are broken, making filling the swamp coolers a painstaking and time-consuming process.

### **4.10.3 Recommendation**

It continues to be the recommendation of the CAPS trainer for the Department to consider installing an air conditioning unit in the training rooms to help remedy the situation.

The CAPS trainer would like the Department to consider placing a bottled water unit in the training room. Currently, there is only a wall drinking fountain in the hallway of the training facility. This water is not very cold and does not taste very good. Providing something as simple as a cold glass of fresh water goes a long way in ensuring the satisfaction of training participants.



## **Section 5. Summary of Recommendations**

### **5.1 Recommendations for Information-Gathering Methods**

Northrop Grumman recommends that users continue to be surveyed every year using an online survey tool. Northrop Grumman looks forward to meeting with the Department to discuss the survey results.

Evaluation forms should continue to be used to gather feedback after each formal training session. Training methods and materials should continue to be improved based on evaluation suggestions. If the Department wishes to collect additional or different information via training evaluations in the future, Northrop Grumman welcomes the opportunity to discuss this.

Input should be solicited and gathered from the Northrop Grumman Help Desk, via automated reporting from Northrop Grumman's problem report tracking system and informal polls. This input and information will be used to refine or create new CAPS documents, and to focus future training efforts.

Northrop Grumman will continue to respond to suggestions and requests for assistance from Department personnel. Northrop Grumman looks forward to working closely with the Department as CAPS users' needs change with upcoming system initiatives. DPHHS should continue to provide input to improve the CAPS training program.

### **5.2 Recommendations for Communication Methods**

Email announcements of system changes are vital in keeping users up to date and Northrop Grumman would recommend the regular use of this technique and fully supports the Department's efforts to keep field staff well informed of system changes. When appropriate, references to manual sections that relate to the changes being announced should be included. Northrop Grumman recommends standard communication regarding all visible CAPS changes, either via email or the Main Menu update field.

Northrop Grumman recommends that DPHHS resume the use of the Main Menu update field to announce important CAPS information, reminders, and updates.

Northrop Grumman recommends intentional steps be taken to increase the use of the CAPS Training Website because it is easy to access and easy to update as CAPS changes. An icon should be distributed to CAPS users' desktops, to increase its visibility and make it more readily accessible. Northrop Grumman recommends the site be updated to focus more on easily locatable job aids to ensure accurate and efficient use of CAPS. In addition, if the Department desires, online modules could be added for new employees, as



well as for screens and processes that are seldom used by field staff, to provide “just in time” training for both situations.

### **5.3 Recommendations about the Current State of CAPS Training**

Northrop Grumman recommends continuing the new employee training sessions as one integral part of CAPS system training. Northrop Grumman recommends that DPHHS and Northrop Grumman continue to work together to meet the changing needs of CAPS users. For example, in 2014, some content will be shifted from the CAPS CPS Specialist session to the MSAMS training.

To address survey comments regarding uncertainty about connecting job duties with the CAPS screens and acronyms, Northrop Grumman recommends the Department assist with creation of items that will help users make these connections and use CAPS efficiently. Training materials could be geared toward tasks users commonly need to complete, and cross reference the CAPS screen acronyms. With the Department’s assistance, Northrop Grumman also recommends the addition of more realistic case examples to the training sessions, potentially using the actual State forms and checklists. An additional column should be added to the list of CAPS screens and acronyms, to identify a general explanation of “when you use this screen/what you do here” in language that makes the most sense to field staff.

Northrop Grumman also recommends continued use of what is working and well received by class participants, such as hands on practice with the exercises and treasure hunts, and distributing useful training guides. Northrop Grumman is also open to pursuing the use of Web Ex for some CAPS training sessions, if the Department desires. Northrop Grumman recommends that advanced CAPS training be scheduled as needed by the various CAPS user groups. Northrop Grumman will continue to work with the Department to meet the training needs of users.

Northrop Grumman recommends that CPS training sessions continue to be conducted as scheduled, and that changes be made to the CAPS session when MSAMS is ready. Provider licensing sessions should continue to take place each quarter.

Northrop Grumman recommends that Juvenile Probation and Parole training, Centralized Intake training, Transitional Living Specialist training, and specialized training be scheduled on an as needed basis.

Northrop Grumman recommends including CAPS information and tips in the regional meetings to encourage accurate and timely entry of information in CAPS.



It continues to be the recommendation of the CAPS trainer for the Department to install an air conditioning unit in the training rooms to allow trainees to fully focus on the sessions.

Northrop Grumman welcomes the opportunity to meet with the Department to discuss the plan for continuing CAPS training as new employees are hired, as well as reaching existing CAPS users with pertinent training. Northrop Grumman looks forward to continuing the discussion of the future path of CAPS training with the Department, as additional system factors are added to the equation.



## Section 6. Conclusion

Northrop Grumman's goal is to ensure that CAPS users receive consistent and effective system training, and to continually improve the CAPS training program. Northrop Grumman gathered input from CAPS users and developed innovative ideas to help meet their training needs.

Northrop Grumman recommends increased use of existing communication methods to keep in touch with system users. As for training, a multi-modal approach should be used to ensure that all users receive the best system training possible within the constraints of time and distance. Continued collaboration with DPHHS will allow for the best use of training resources. Northrop Grumman would welcome the opportunity to meet with the Department and discuss the information and ideas presented in this document, to make an action plan for moving forward with CAPS training.

Adequate training is critical for system users to be as productive and efficient as possible and Northrop Grumman is committed to ensuring these training needs are met.



## Section 7. Appendix

The appendices include survey reports mentioned in Sections 2 and 3.

Appendix	Title	Description
Appendix A	Survey Report (All)	This section includes all survey results.
Appendix B	Survey Report (Admin. Support)	This section includes only responses from staff who selected Administrative Support for Staff Type.
Appendix C	Survey Report (Case Aid)	This section includes only responses from staff who selected Case Aide for Staff Type.
Appendix D	Survey Report (Central Office)	This section includes only responses from staff who selected Central Office (All Staff) for Staff Type.
Appendix E	Survey Report (CPS Specialist)	This section includes only responses from staff who selected CPS Specialist for Staff Type.
Appendix F	Survey Report (Family Group Conf. Coord.)	This section includes only responses from staff who selected Family Group Conference Coordinator for Staff Type.
Appendix G	Survey Report (Licensing)	This section includes only responses from staff who selected Licensing Worker for Staff Type.
Appendix H	Survey Report (Other)	This section includes only responses from staff who selected Other for Staff Type.
Appendix I	Survey Report (Perm. Plan Specialist)	This section includes only responses from staff who selected Permanency Plan Specialist for Staff Type.
Appendix J	Survey Report (Pgm. Assess. Specialist)	This section includes only responses from staff who selected Program Assessment Specialist for Staff Type.





Appendix	Title	Description
Appendix K	Survey Report (Regional Administrator)	This section includes only responses from staff who selected Regional Administrator for Staff Type.
Appendix L	Survey Report (Supervisor)	This section includes only responses from staff who selected Supervisor for Staff Type.
Appendix M	Survey Report (Transitional Lvg. Specialist)	This section includes only responses from staff who selected Transitional Living Specialist for Staff Type.
Appendix N	Survey Report (Hired Before 2008)	This section includes only responses from staff who selected the year they were hired was prior to 2008.
Appendix O	Survey Report (Hired in 2008)	This section includes only responses from staff who selected the year they were hired was 2008.
Appendix P	Survey Report (Hired in 2009)	This section includes only responses from staff who selected the year they were hired was 2009.
Appendix Q	Survey Report (Hired in 2010)	This section includes only responses from staff who selected the year they were hired was 2010.
Appendix R	Survey Report (Hired in 2011)	This section includes only responses from staff who selected the year they were hired was 2011.
Appendix S	Survey Report (Hired in 2012)	This section includes only responses from staff who selected the year they were hired was 2012.
Appendix T	Survey Report (Hired in 2013)	This section includes only responses from staff who selected the year they were hired was 2013.
Appendix U	Survey Report (Hired in 2014)	This section includes only responses from staff who selected the year they were hired was 2014.
Appendix V	Survey Report (County/Tribe)	This section includes responses filtered by the respondent's primary county/tribe.